DOCUMENT RESUME

ED 230 835 CG 016 752

AUTHOR Tinsley, Howard E. A.; And Others
TITLE The Psychological Benefits of Leisure Activities for the Elderly.
SPONS AGENCY NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE 82
NOTE 76p.
PUB TYPE Reports - Research/Technical (143) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Age Differences; *Classification; Gerontology; Hobbies; *Leisure Time; Life Style; *Older Adults; *Participant Satisfaction; *Psychological Patterns; Recreational Activities; Social Life; Well Being

ABSTRACT

The beneficial role that leisure can play in the lives of older persons is increasingly recognized by gerontologists and leisure service specialists. To study the psychological benefits of 18 commonly chosen leisure activities, 1,649 older adults, aged 55-75, responded to 27 paragraphs measuring the psychological benefits of leisure activities, using the Paragraphs About Leisure-Form E (PAL-E). Results showed significant gender differences for raising plants, dancing, watching television, reading, volunteering services, and belonging to social groups. Age effects were found for playing cards, dancing, watching television, and belonging to social groups. The eight psychological benefits measured included self-expression, companionship, power, compensation, security, service, intellectual aestheticism, and solitude. Data support the conclusions that: the taxonomy of leisure activities proposed by Overs et al. (1977), in the Inventory of Avocational Activity Participation, requires revision to improve its applicability to older persons; and leisure activities may be grouped into meaningful families or clusters on the basis of their psychological benefits. A number of tables are provided to illustrate these results. (JAC)

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ED230885

THE PSYCHOLOGICAL BENEFITS OF LEISURE ACTIVITIES FOR THE ELDERLY

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1982

A Manual and Final Report of an Investigation Funded by the AARP Andrus Foundation.

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Abstract

The Psychological Benefits of Leisure Activities for the Elderly

The psychological benefits of 18 commonly chosen leisure activities were investigated using the Paragraphs About Leisure - Form E (PAL-E). The PAL-E contains 27 short paragraphs which measure the psychological benefits of leisure activities. Respondents are instructed to read each paragraph and indicate on a 5-point Likert scale the degree to which the paragraph accurately describes the psychological benefits satisfied by participation in their chosen leisure activity. The 18 leisure activites were selected to be representative of the leisure activity classification system proposed by Overs, Taylor, Cassell and Chernov (1977) in the Inventory of Avocational Activity Participation. Respondents ranged in age from 55 to 75 and the total sample included 1649 participants.

Data from the PAL-E were used to determine the adequacy of the classification system for representing the leisure activities of the elderly, and to determine the psychological benefits of the studied leisure activities for the elderly. The data were cluster analyzed using Ward's Heirarchical Grouping procedure, the resulting leisure activity cluster's were compared with the taxonomy suggested by Overs et al., and a conceptual framework for understanding the psychological benefits underlying leisure activities was developed. The data support the conclusions that, 1) The taxonomy of leisure activities proposed by Overs et al. requires revision to improve its applicability to persons in the 55 to 75 age range, and 2) Leisure activities may be grouped into meaningful families or clusters on the basis of their psychological benefits.

A taxonomy of leisure activities based on the psychological benefits of the activities would provide an organizational scheme to highlight the similarities and differences among major groupings of leisure activities. The development of such a taxonomy would facilitate: a) The self-selection of leisure activities by elderly persons, b) The substitution for previously preferred leisure activities of new but psychologically equivalent leisure activities which are more consistent with the financial, physical and/or social situation in which elderly persons find themselves, c) The development and validation of leisure counseling techniques for use with the elderly, and d) Research on the relationship between the psychological needs of the older person and the psychological benefits of leisure activities.

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Leisure Activities Manual

Introduction

The beneficial role that leisure can play in the lives of older persons is being increasingly recognized by gerontologists and leisure service specialists. There is an emerging consensus regarding the value of having available a range of leisure opportunities to satisfy some of the psysiological, social, and psychological needs of older persons as well as to fill the increased number of leisure hours typically available in later life. Benefits such as the improvement of physical health, the encouragement of social involvement, the provision of meaningful retirement roles, the enhancement of emotional well-being, and the awakening of creative impulses have all been attributed to leisure service programs. Not only is leisure important in and of itself, it also provides an entre for professionals to introduce older persons initially attracted to the leisure services to other services (e.g., health, legal and financial services). Given these potential benefits, greater emphasis should be placed on direct participation in leisure activities as a vital contributor to the quality of life of older persons.

This manual summarizes information on the psychological benefits of 18 leisure activities identified by older persons as among their most meaningful leisure activities. The manual is intended to assist older persons in selecting leisure activities, to assist leisure service personnel in the delivery of leisure services, and to provide an initial data base for educators concerned with gerontological recreation and leisure services.

How to Use This Manual

This section will provde some guidelines for use of this manual by older persons, leisure service personnel, and educators.

Older persons. It is often stated that older persons should keep "active" or retired persons should "engage in activities" but such exhortations provide very little guidance. Does this mean that a retired person should engage in creative activities such as woodworking or ceramics, in physically demanding activities such as swimming or jogging, or in social support activities such as volunteer work? Each would keep the person active in that each requires an expenditure of time from the individual. But are all activities equally satisfying, meaningful, and efficacious in contributing to the quality of life of older persons? What is needed in an understanding of the psychological benefits to the individual of participation in various leisure activities.

This manual will enable the user to personally examine each of the 18 analyzed activities and match his or her own personal needs with the psychological benefits that knowledgable participants, 55 years of age and older, indicated are present. Interested persons can make use of the information in this manual by following the four steps outlined below.

1. First, users should review Table 1 which indicates the eight psychological benefits potentially available from leisure activities and decide how important each of the potential benefits is to them.
2. Next, users should review the six leisure activity clusters portrayed in Figures 1 to 6 to identify the cluster or clusters of leisure activities most likely to provide the benefits important to them.
3. Following this, users should review the information provided on the leisure activities which belong to the cluster or clusters selected. This information, presented in Table 2 and Figures 7-24, provides greater detail about each individual leisure activity.

4. Finally, the users should study the other activities to determine whether any other activities offer significant amounts of the psychological benefits desired.

The information provided in this manual is admittedly a meager beginning. In the future, information will be added on many more leisure activities. For the present, however, this information should take some of the guesswork out of retirement and leisure planning. As the individuals' social, physical and financial circumstances change, review of the information herein may allow them to identify a psychologically equivalent leisure activity to substitute for a previously preferred but no longer feasible leisure activity.

Leisure service personnel. Leisure service personnel have recognized the value of leisure services and have long attempted to bring such services to older persons in a variety of settings. Park and recreation departments, senior centers, nursing homes, homes for the aged, and other special care programs have all become involved in the delivery of leisure services. Without information regarding the psychological benefits of leisure activities, however, these leisure activity programs can follow a relatively stereotyped, meaningless regimen of typical arts and crafts, card games and bingo. Instead, a range of social, cultural, creative, educational and volunteer activities must be offered which the participants will perceive as meaningful and will experience as contributing to their psychological sense of satisfaction and well-being.

This manual provides information which should prove valuable in developing a balanced program of community and clinical leisure services. Community leisure service personnel, in cooperation with an advisory council of older persons, can use this manual to plan a program of leisure activities which provide the full range of psychological benefits. Use of the information

in this manual should be cost-effective in that leisure service personnel can design a program of leisure activities which provide the broadest array of psychological benefits from a relatively small number of leisure activities. Information such as that provided in this manual will also be helpful in guiding decisions regarding the substitutability of activities. As participants become tired of the currently available leisure options or as other seasonal, financial or personal factors necessitate changes, psychologically equivalent activities can be substituted for the activities to be replaced. Finally, clinical leisure service personnel who are faced with the challenge of using leisure activities to meet clinical or therapeutic goals can use information such as that provided in this manual to plan a personalized program for an individual.

Educators. Educators are beginning to provide professional education for the emerging field of gerontological recreation and leisure services. In such endeavors, educators must address the theoretical underpinnings of gerontological recreation and leisure services. In the past, such programs have been based upon the popularity of the activity and the ease and convenience of providing the activity. We suggest that the psychological impact of the activity on the individual constitutes an equally important consideration.

This manual should prove useful to college and university educators as well as individuals providing in-service and continuing education. College and university educators should find this manual to be a useful resource in recreation and leisure services courses in, 1) leadership and programming, 2) individualized programming in therapeutic recreation, and 3) specialized courses in leisure and aging. Personnel offering in-service and continuing education programs may find this manual useful in introducing personnel in

a variety of settings to the idea that leisure activities differ in the psychological benefits they offer participants. Volunteer leaders who have had no professional training in recreation and leisure services but who are attempting to offer variety in program content may find the information in this manual particularly helpful.

Psychological Benefits of 18 Leisure Activities

The primary goal of this research was to provide objective data on the psychological benefits of 18 leisure activities known to be important to elderly persons. For each activity, a profile consisting of the scores on the 27 PAL scales could be developed, but the large number of scales would make the information difficult for the typical person to use. To reduce the complexity of the information, factor scores were calculated for each activity using the factor structure identified by Tinsley and Kass (1979). This allowed the description of each leisure activity in terms of eight orthogonal dimensions.

Table 1 describes the eight psychological benefit factors. Tinsley and Johnson (in press) reviewed 16 investigations bearing on the psychological benefits of leisure participation and concluded that these eight dimensions, 1) adequately represent the diversity of benefits available through leisure, and 2) have an acceptable level of concensual validation. Table 2 summarizes the extent to which these benefits are available from each of the 18 leisure activities under study. The first six figures graphically portray the psychological benefits of participation in six homogeneous "families" or subgroups of leisure activities. Figures 7-24 illustrate the potential psychological benefits of each of the 18 activities investigated in this research. Review of the information in these tables and figures, using the strategy outlined in the previous discussion, should enable older persons, leisure service personnel and educators to understand the results of this research.

Table 1

Psychological Benefits of Leisure

I. Self-Expression

A complex benefit reflecting, in order of prominence, satisfaction of the individul's need to, 1) express oneself successfully through creative use of one's talents, 2) undertake novel activities, often of benefit to others, and 3) enjoy recognition and power for these efforts.

II. Companionship

Satisfies the person's need to engage in playful but supportive relationships with others in which feelings are valued, self-expression is accepted and one's feelings about self are enhanced.

III. Power

Satisfies the individual's needs to be in control of the social situation and enjoy the center of attention, often at the expense of others.

IV. Compensation

Satisfies the person's need to experience something new, fresh or unusual; to satisfy needs not satisfied by their job or daily routine.

V. Security

Satisfies the individual's need to be able to make a safe-secure long-term commitment free of bothersome change, in which they will be rewarded for their efforts and receive a measure of recognition.

VI. Service

Satisfies the person's need to be of assistance to others.

VII. Intellectual Aestheticism

Satisfies the need of the individual for intellectual stimulation and aesthetic experiences. Low scores on this factor reflect satisfaction of the need for physical activity.

VIII. Solitude

Satisfies the person's need to do things alone without feeling threatened.

Source: Tinsley, H.E.A. & Johnson, T.L. The psychological benefits of leisure participation (in press).

Table 2

Level of Eight Psychological Benefits in 18 Leisure Activities and Six Leisure Activity Clusters

Activity	Psychological Benefits							
	Self-Expression	Companionship	Power	Compensation	Security	Service	Intellectual Aestheticism	Solitude
Playing Cards	A	A	A	L	L	L	A	L
Playing Bingo	A	H	A	A	A	A	L	A
Watching Sports (not on TV)	A	L	L	A	L	L	L	A
Bowling	A	H	A	A	A	A	L	A
Picnicking	L	A	A	H	L	A	A	L
Raising House Plants	A	L	L	A	H	A	L	H
Collecting Photographs	A	L	L	L	A	L	A	H
Collecting Antiques	A	A	A	A	H	L	H	H
Knitting and Crocheting	H	A	A	L	H	A	A	H
Woodworking	H	L	L	H	H	L	L	H
Ceramics	H	H	A	H	H	H	H	H
Dancing	H	H	H	H	H	A	L	L
Watching TV	L	L	L	L	L	L	L	A
Reading	A	L	A	H	H	A	H	H
Volunteer Service Activities	H	A	H	A	A	H	H	L

Table 2 (cont.)

Activity	Self-Expression	Companionship	Power	Compensation	Security	Service	Intellectual Aestheticism	Solitude
Volunteer Professional Activities	H	H	H	A	A	H	H	L
Attending Meetings of Social Groups	A	H	H	A	L	H	H	L
Attending Meetings of Religious Organizations	A	A	H	A	H	H	A	L

Cluster	Self-Expression	Companionship	Power	Compensation	Security	Service	Intellectual Aestheticism	Solitude
Hedonistic Companionship	A	H	A	A	A	A	A	A
Compensation	L	A	A	H	L	A	A	L
Passing Time	L	L	L	L	L	L	L	A
Secure Solitude	A	L	A	L	H	A	A	H
Secure, Solitary Self-Expression	H	A	A	H	H	A	A	H
Expressive Service	H	H	H	A	A	H	H	L

Note: L = Below Average to Low; A = Average; H = Above Average to High

Figure 1

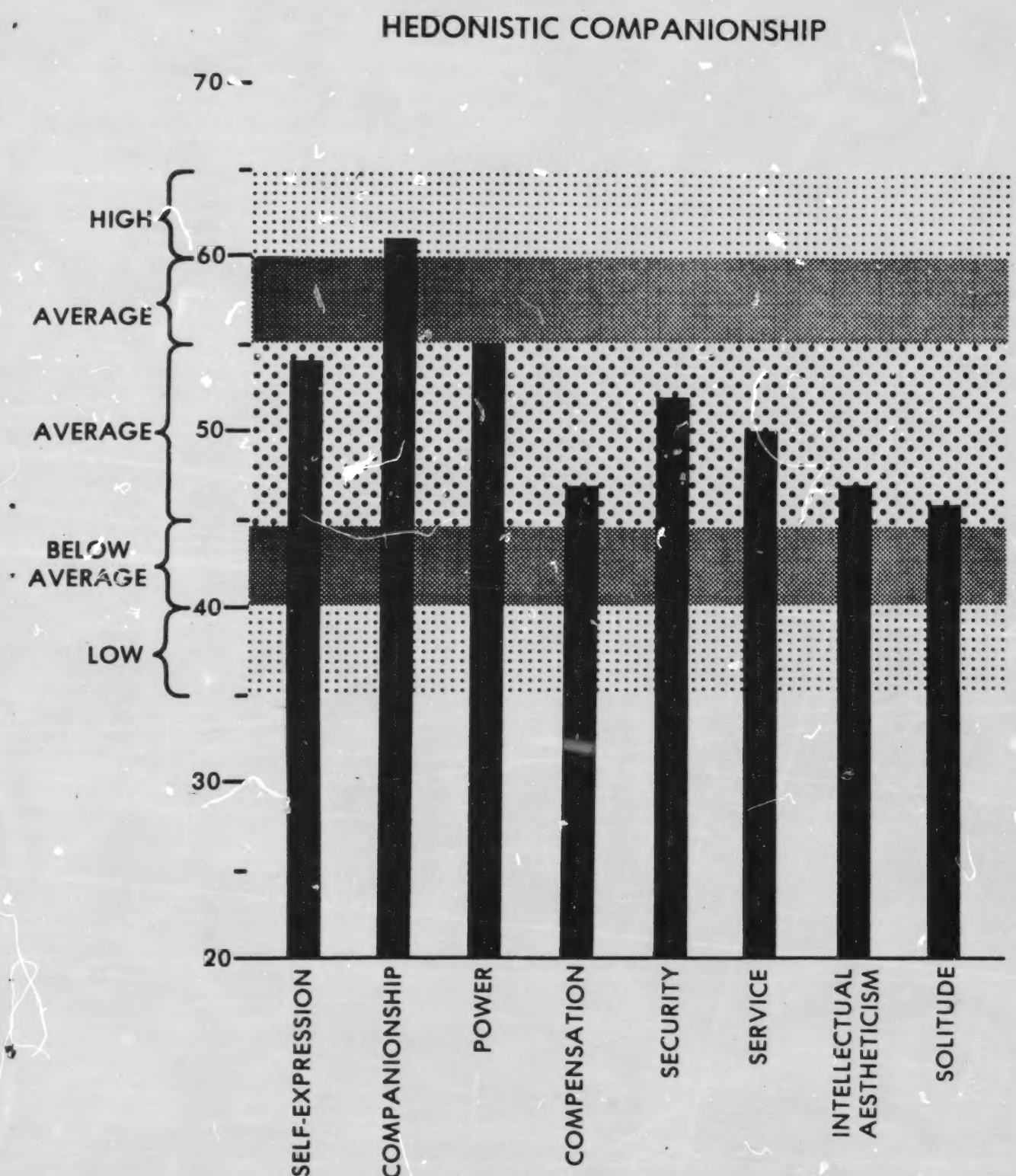

HEDONISTIC COMPANIONSHIP
70
60
50
40
30
20
HIGH
AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 2

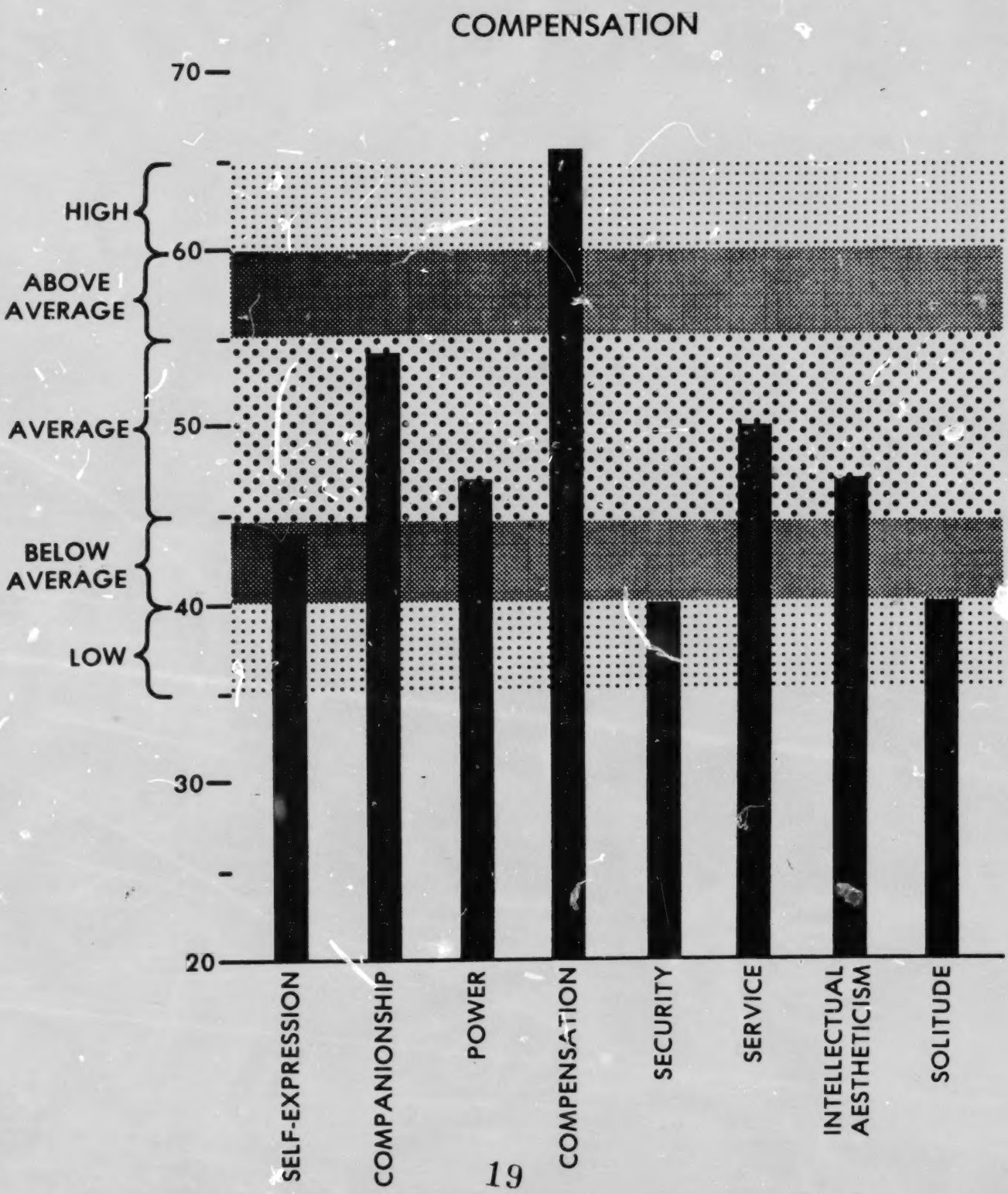

COMPENSATION
70
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 3

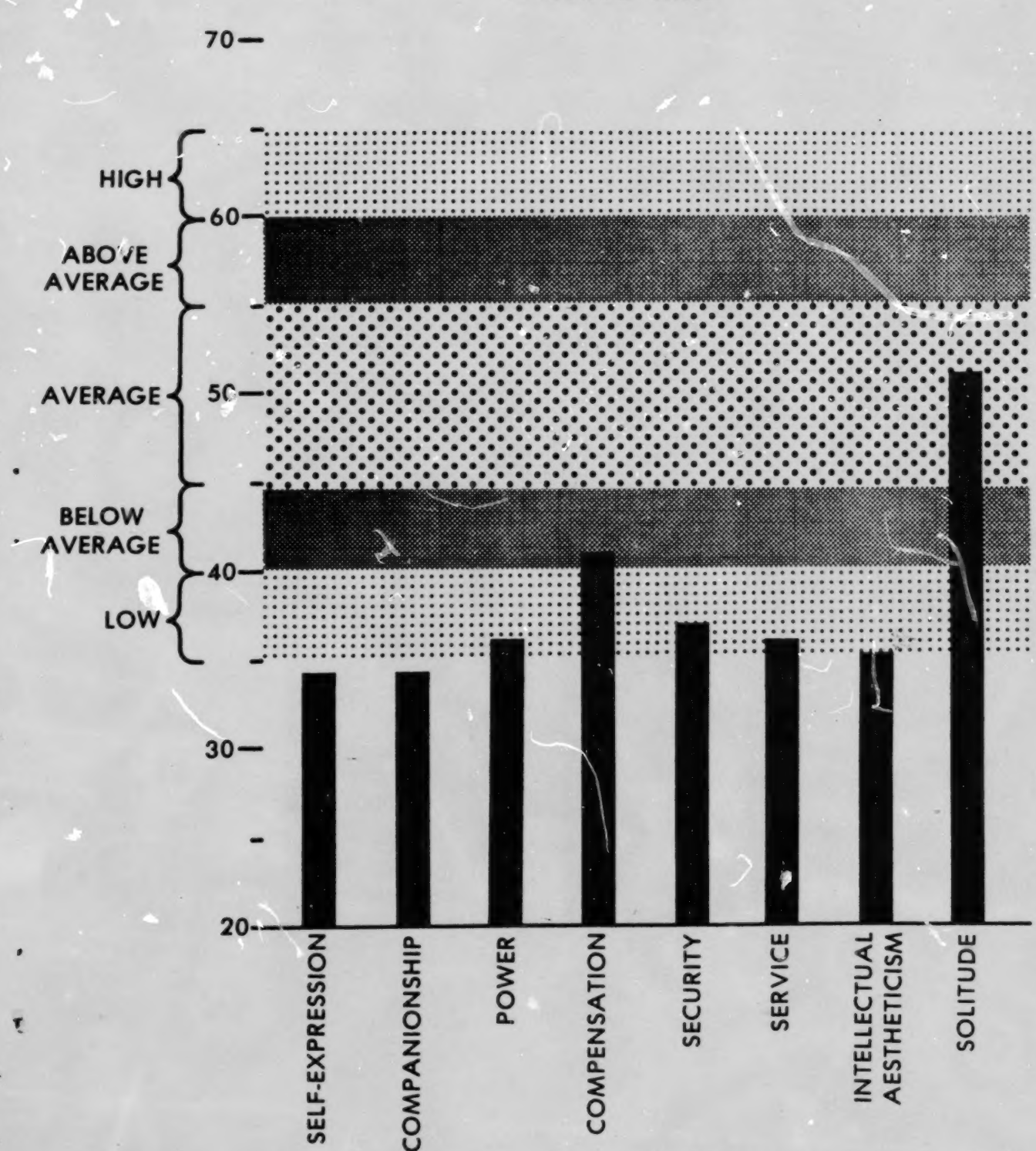

PASSING TIME
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 4

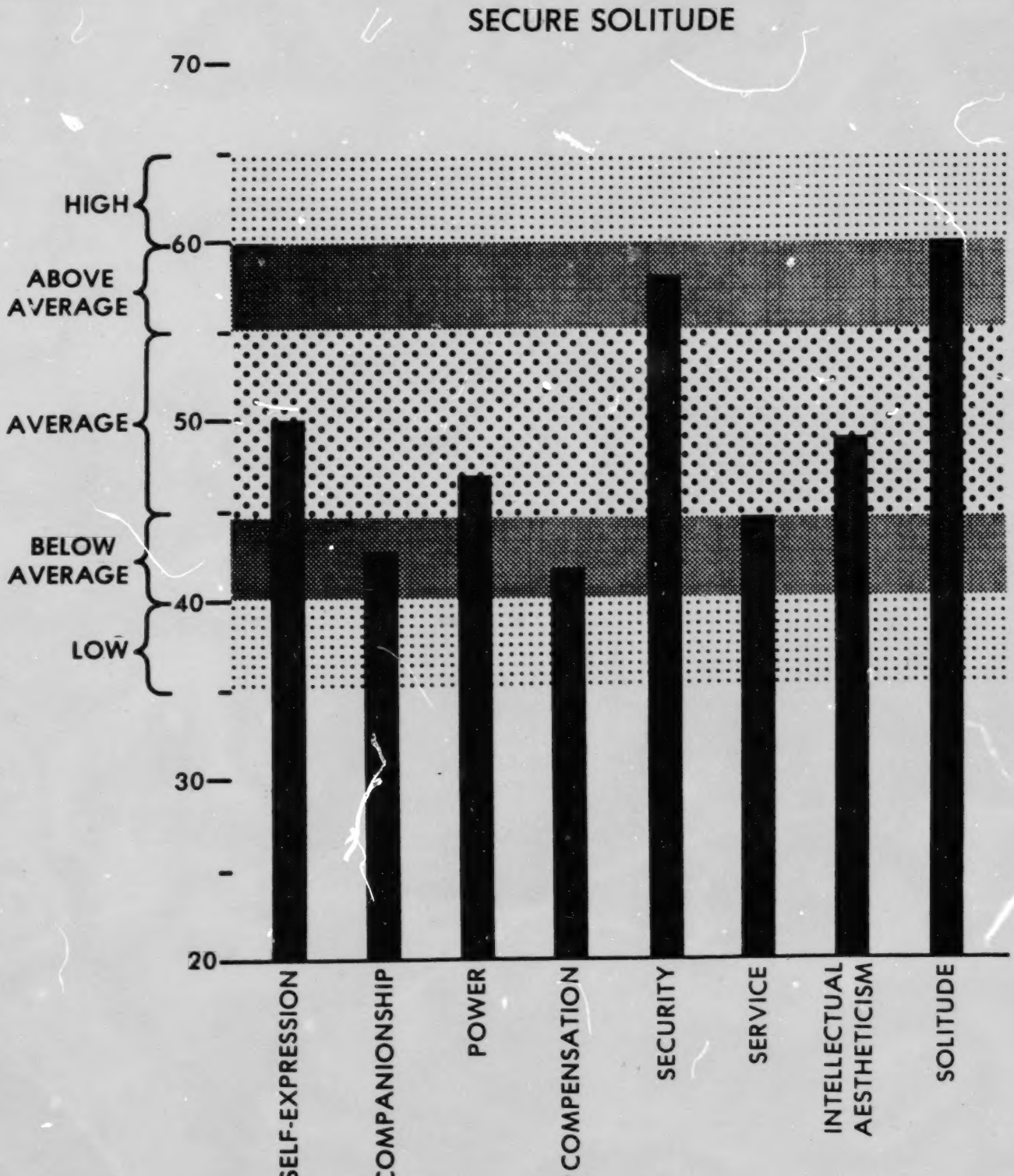

SECURE SOLITUDE
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 5

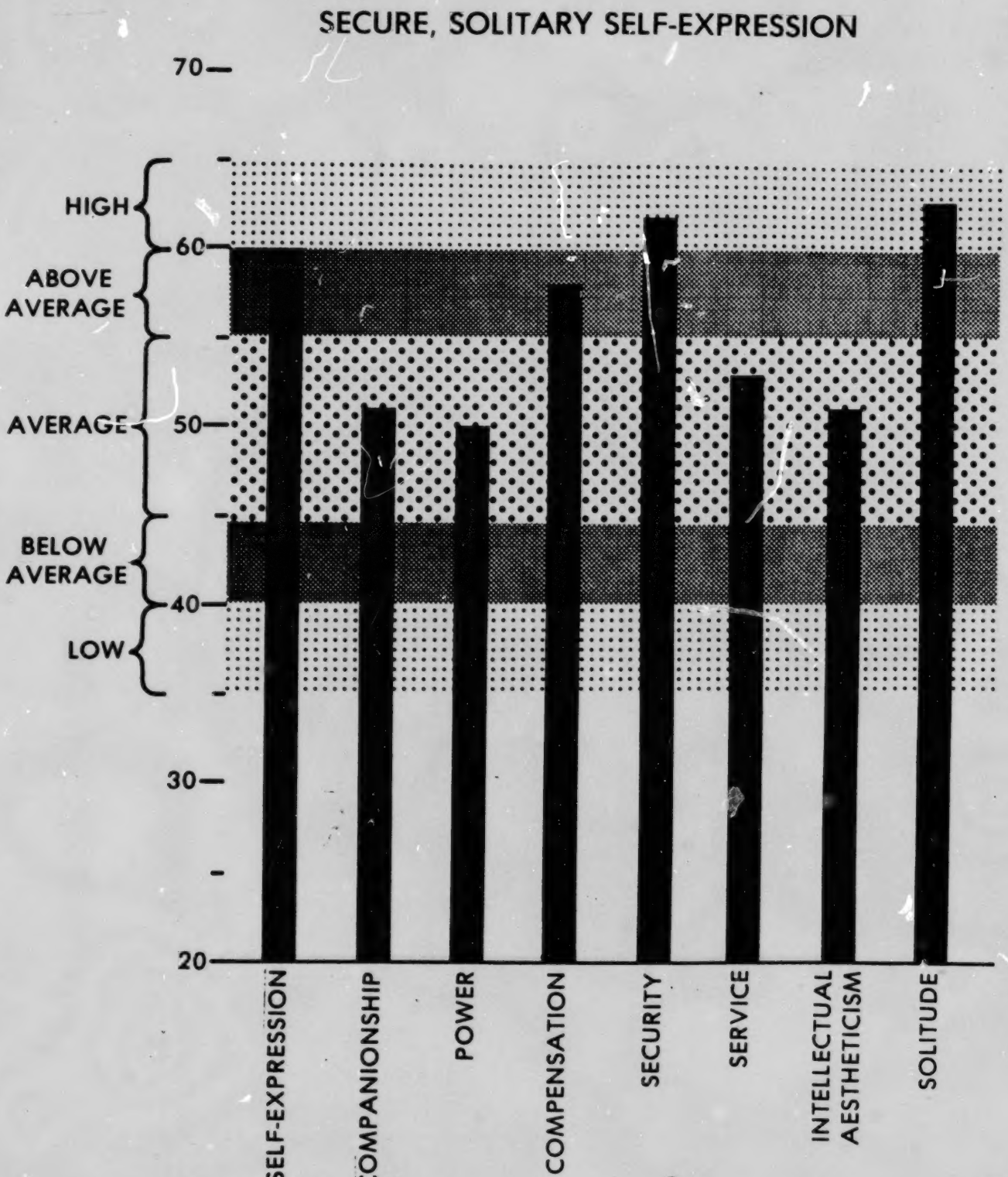

SECURE, SOLITARY SELF-EXPRESSION
70
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 6

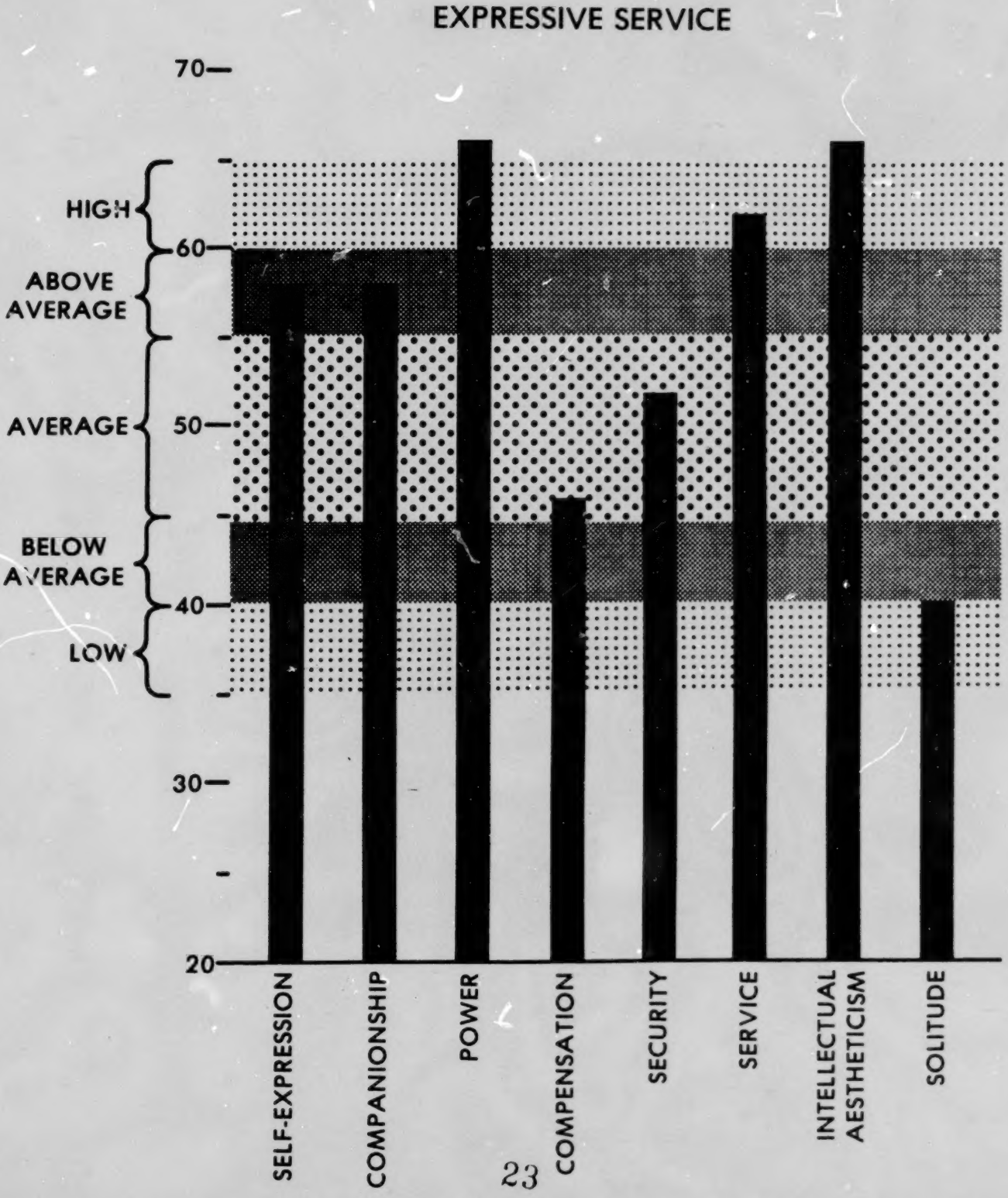

EXPRESSIVE SERVICE
70
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 7

PLAYING CARDS

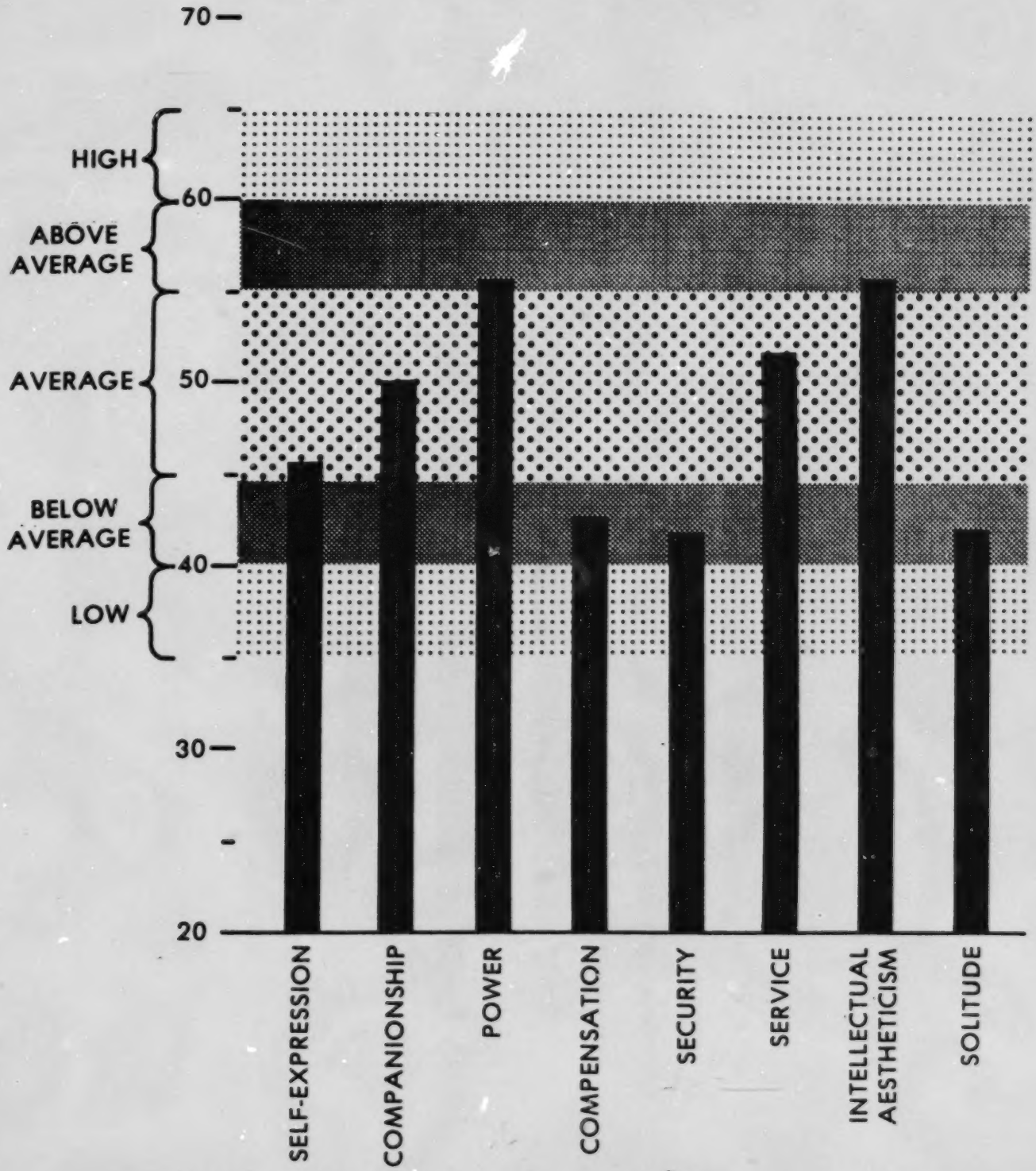


Figure 8

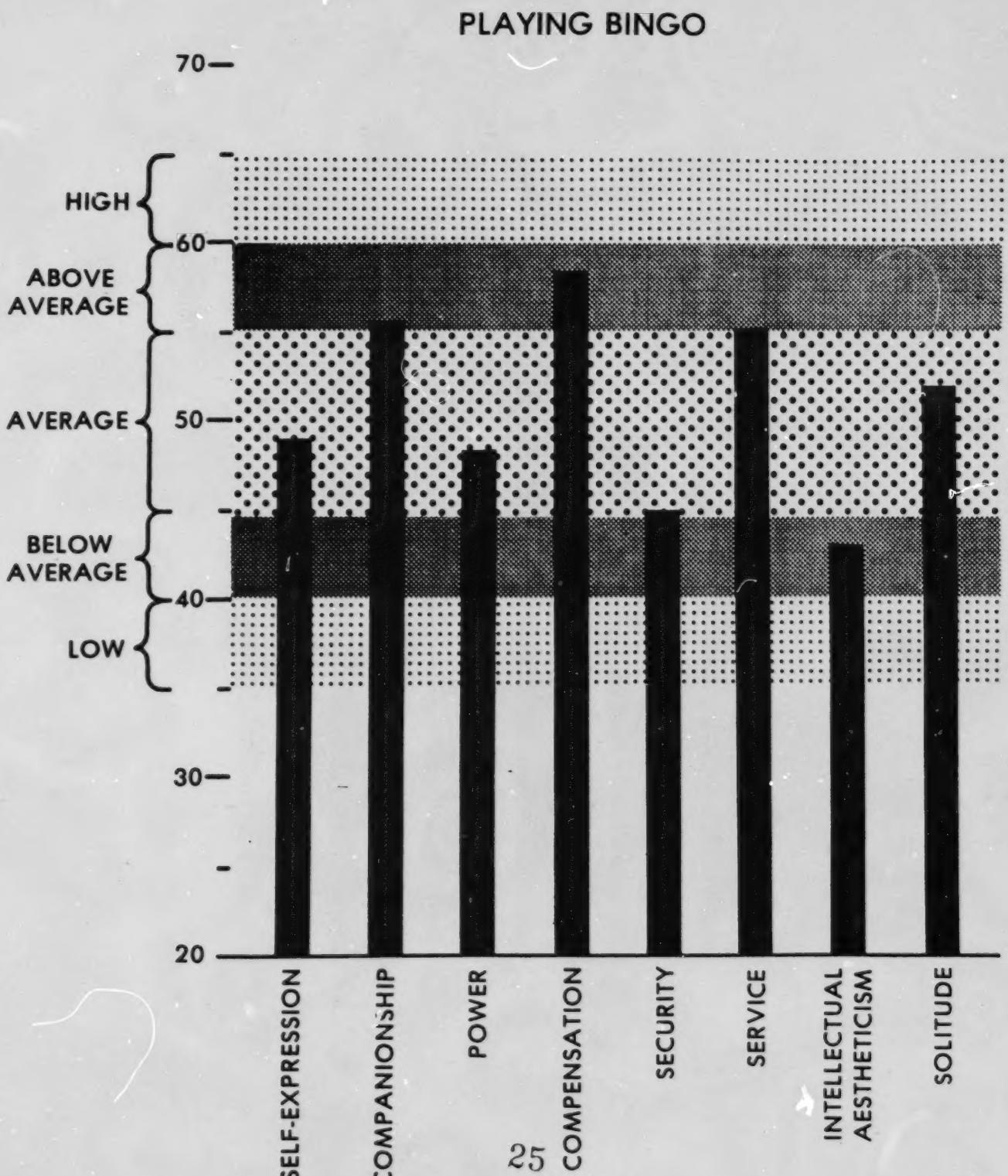

PLAYING BINGO
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 9

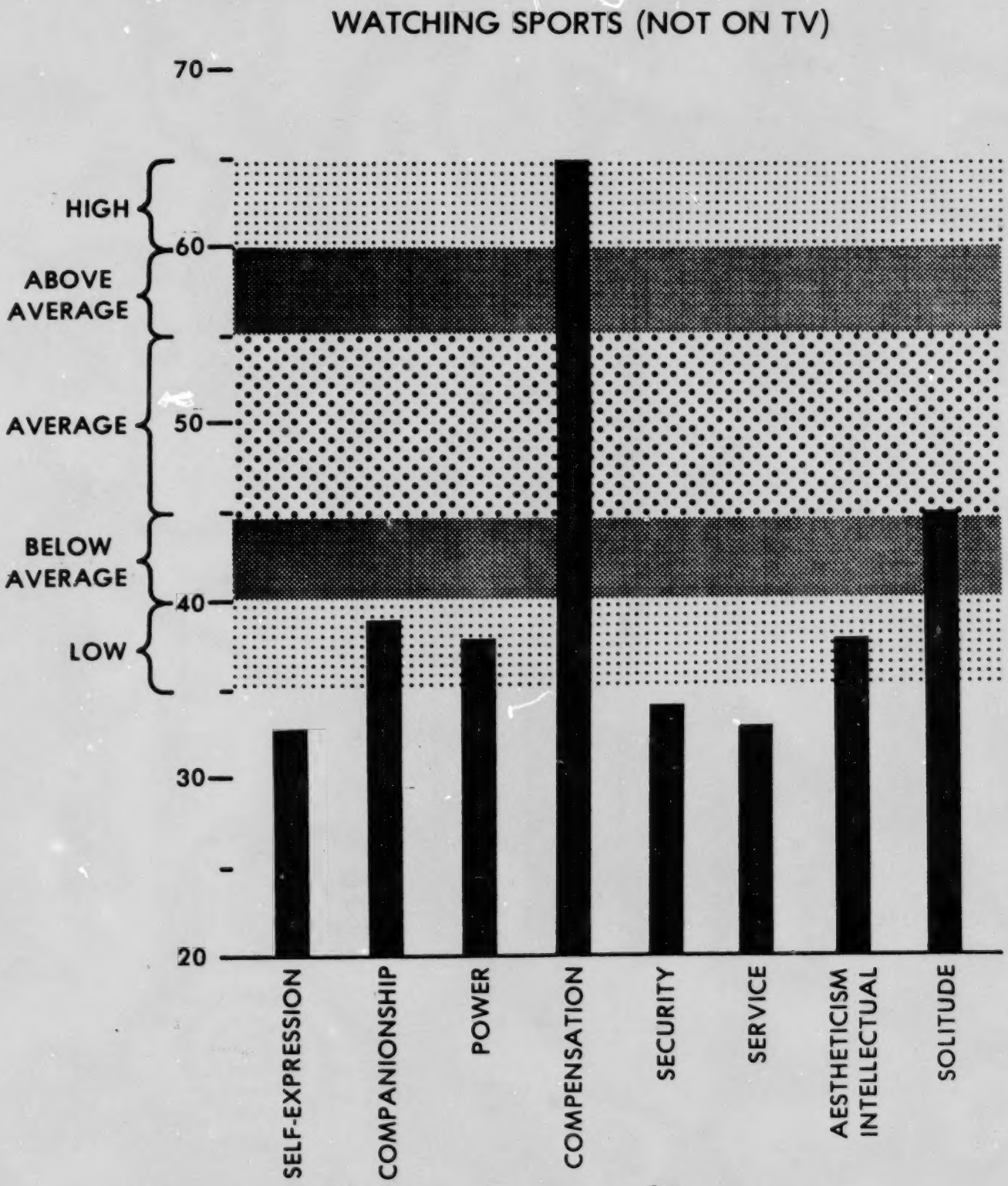

WATCHING SPORTS (NOT ON TV)
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
AESTHETICISM INTELLECTUAL
SOLITUDE

Figure 10

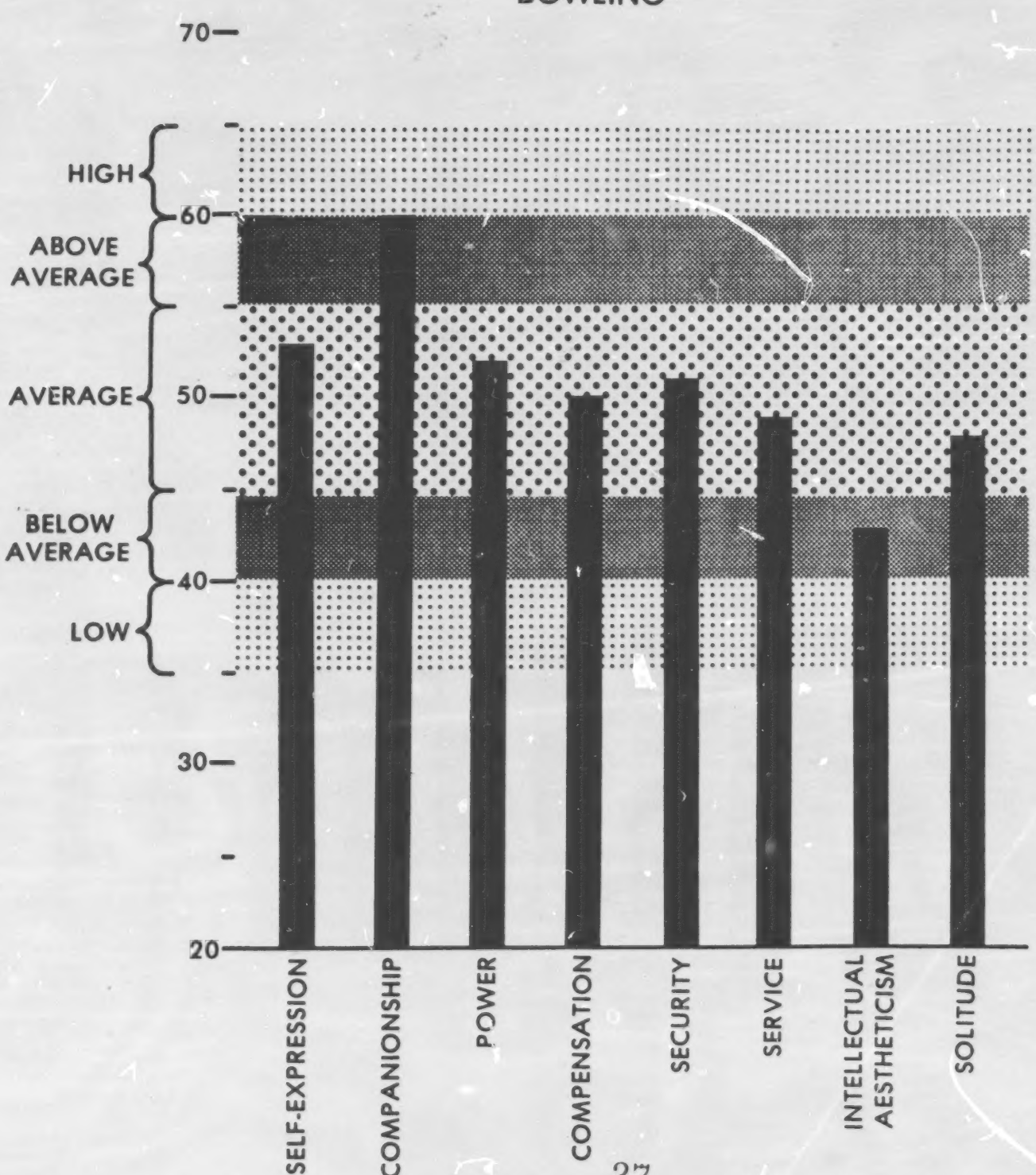

BOWLING
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 11

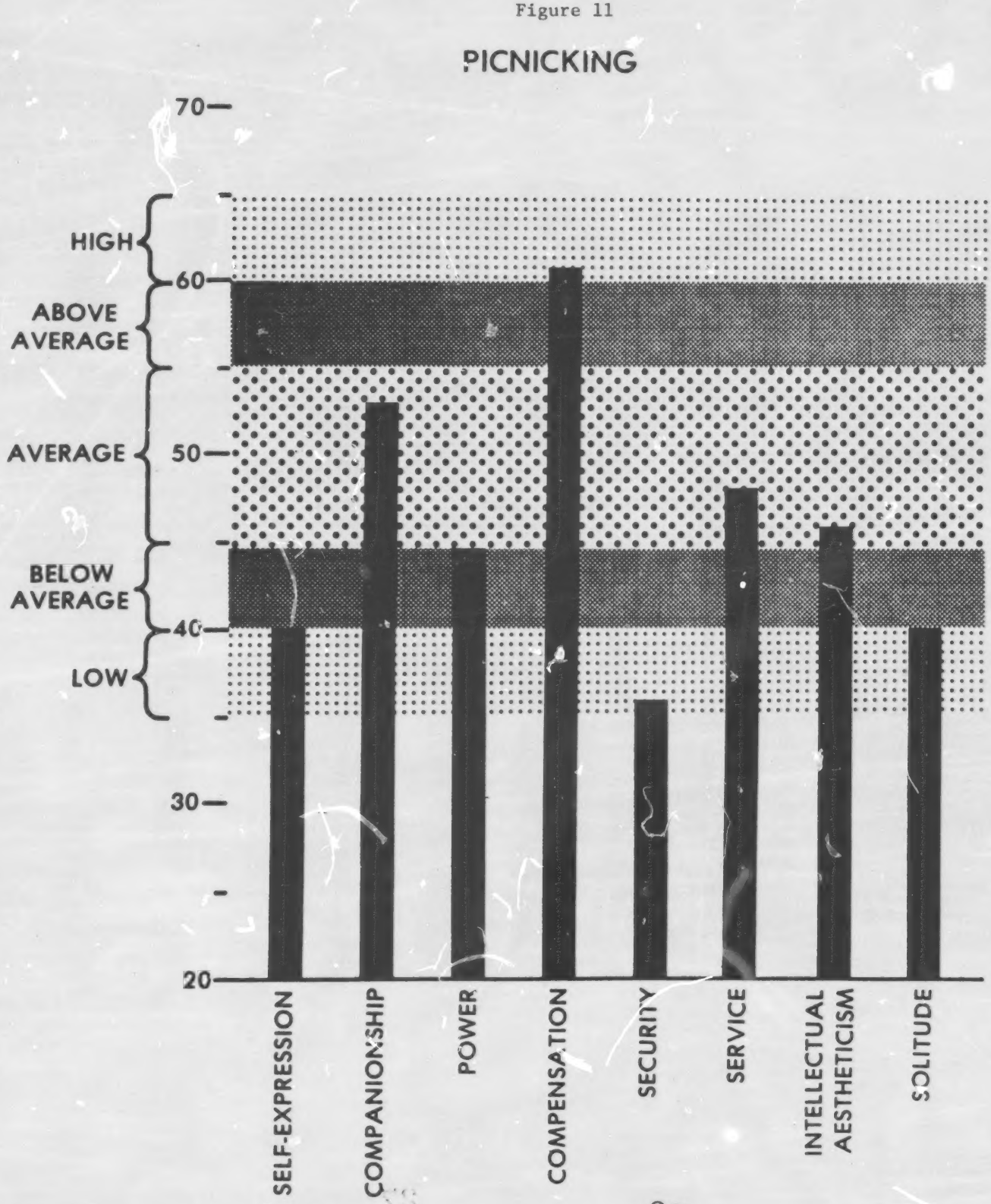

PICNICKING
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 12

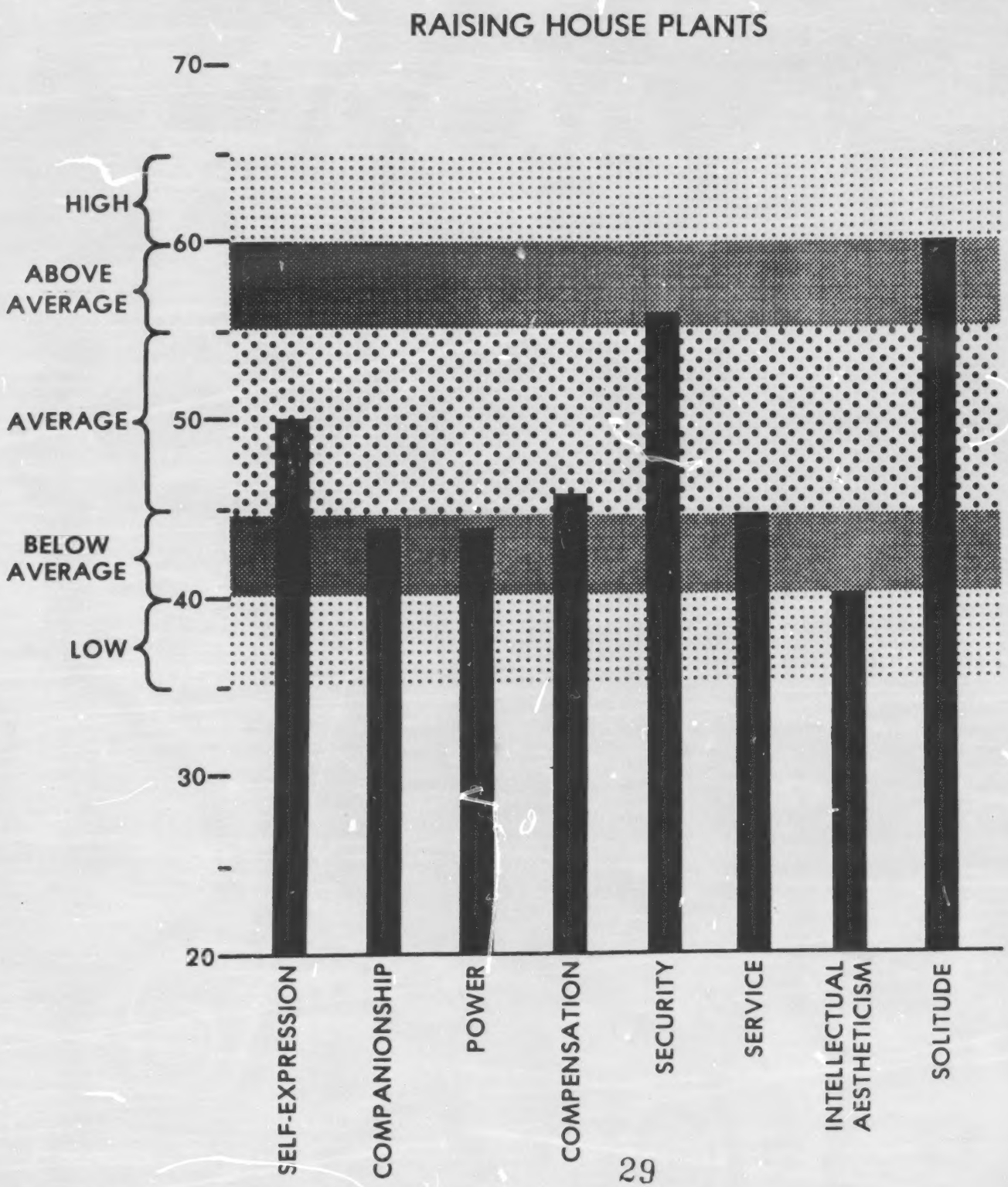

RAISING HOUSE PLANTS
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 13

COLLECTING PHOTOGRAPHS

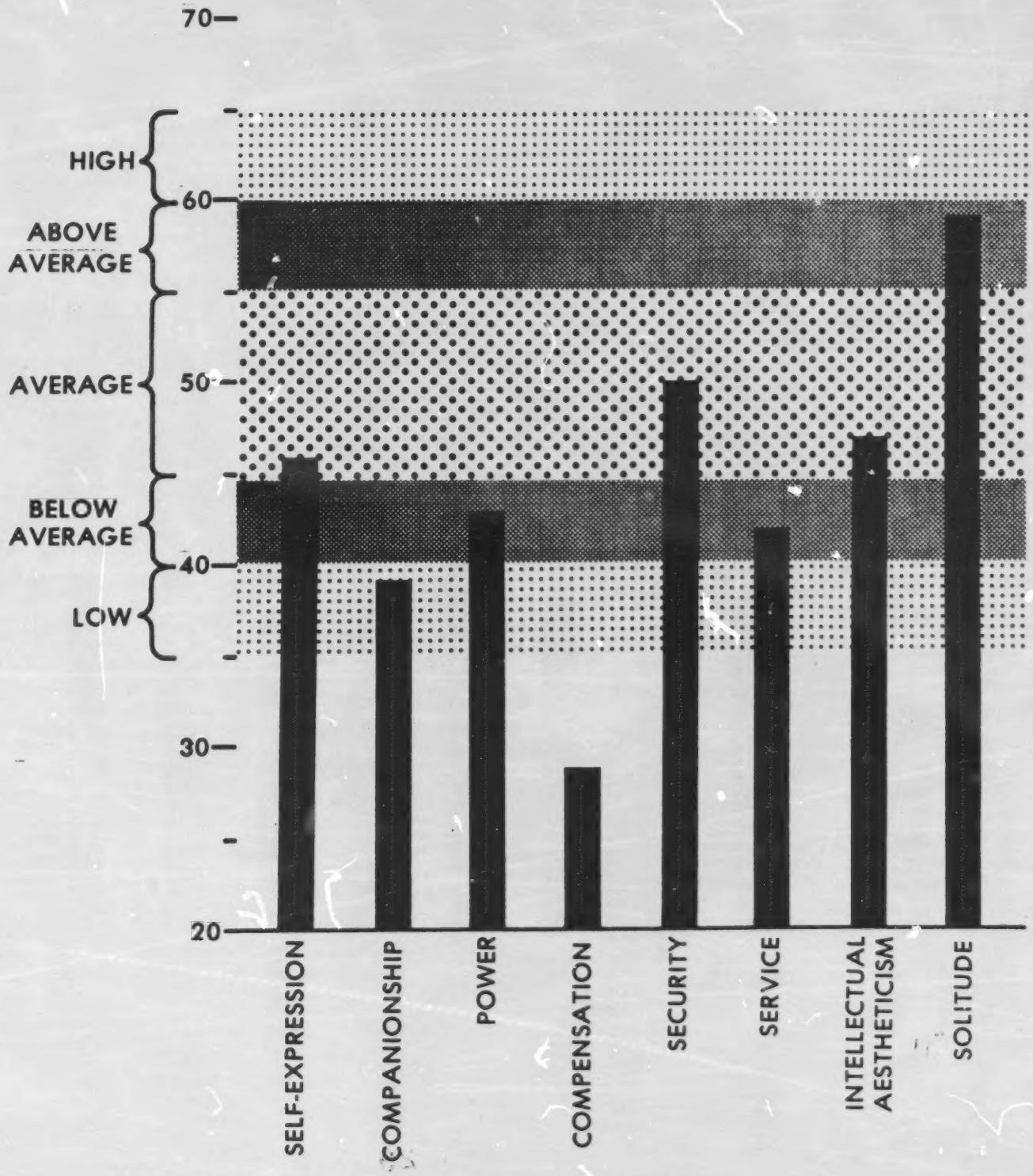


Figure 14

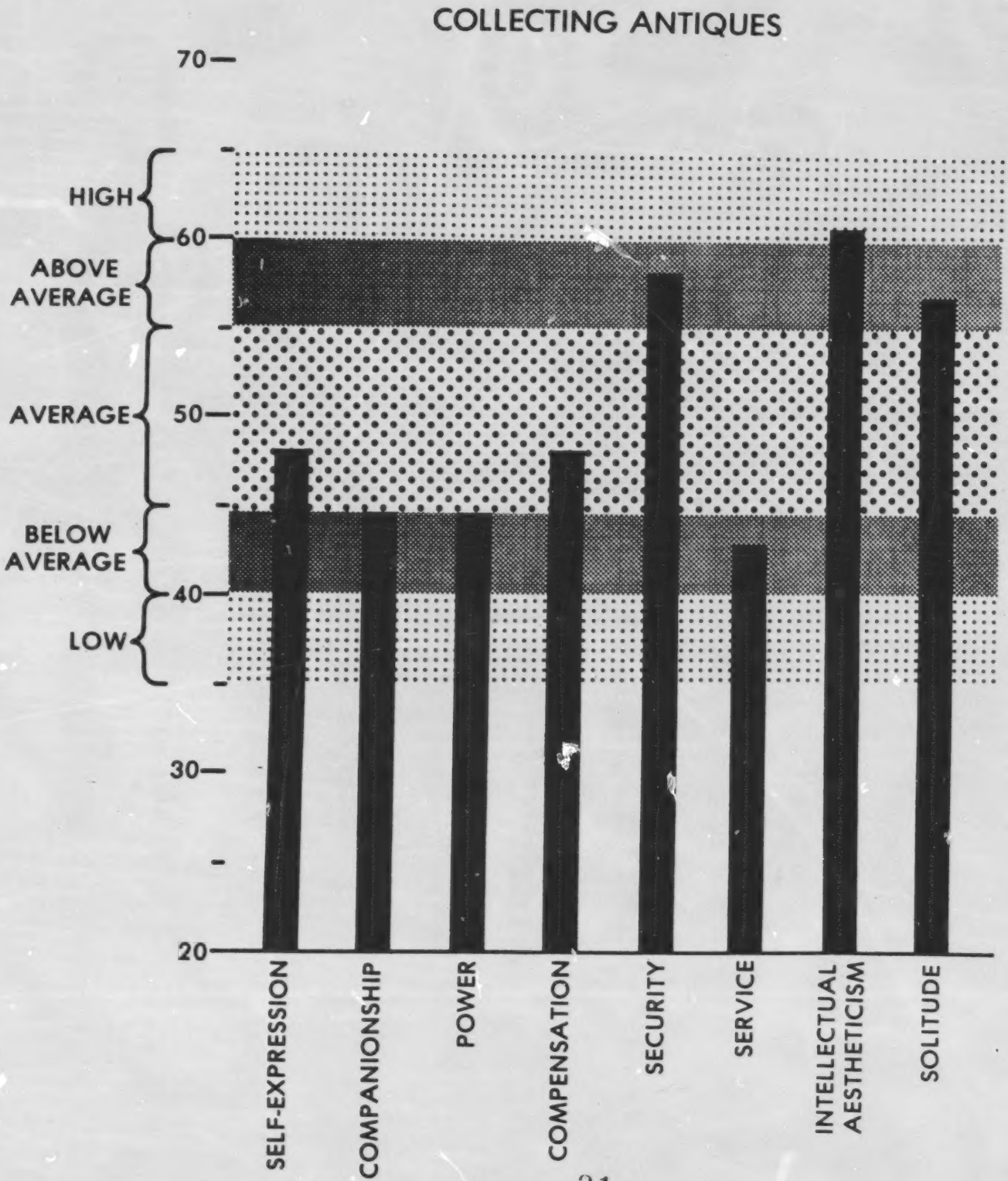

COLLECTING ANTIQUES
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 15

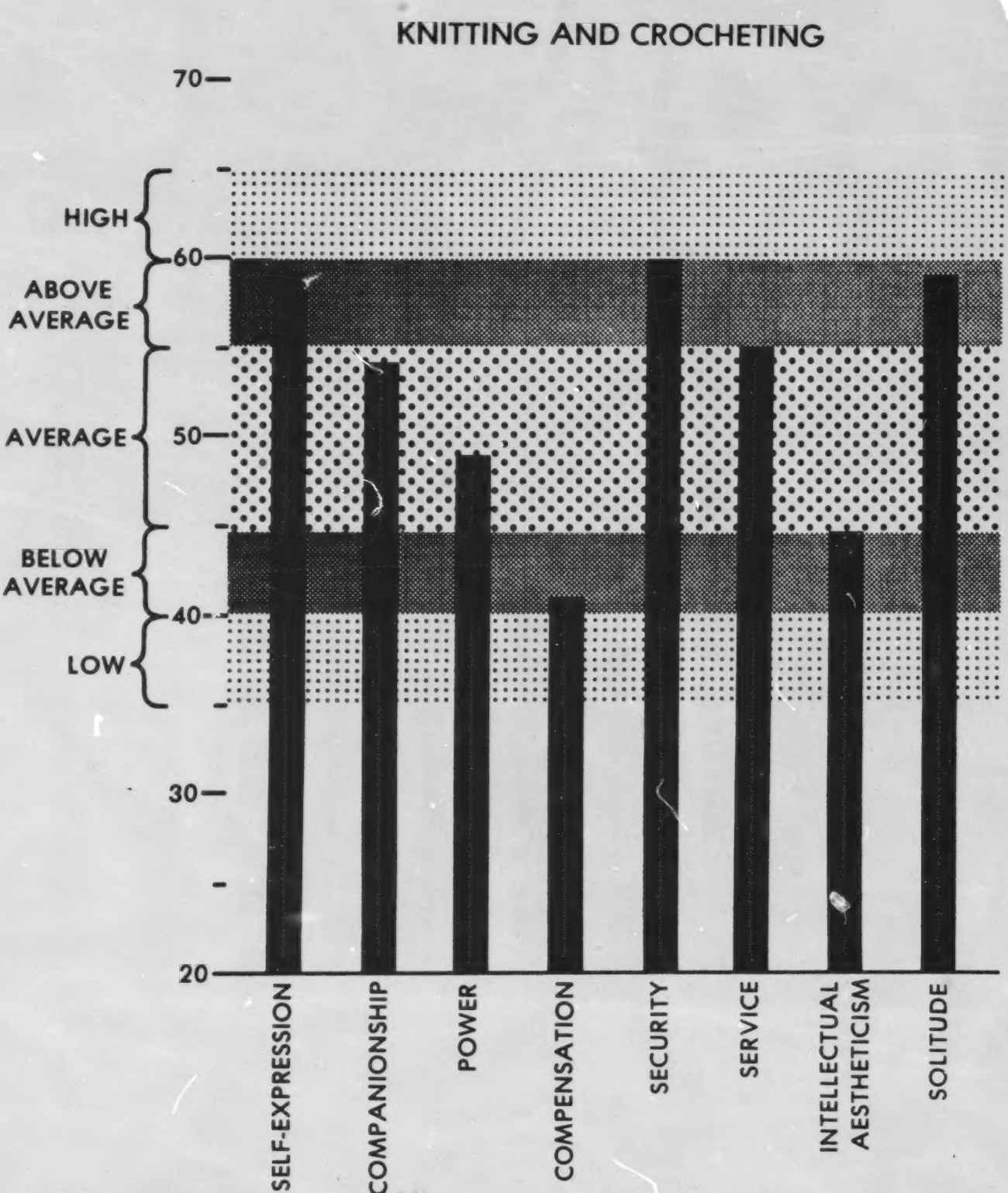

KNITTING AND CROCHETING
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 16

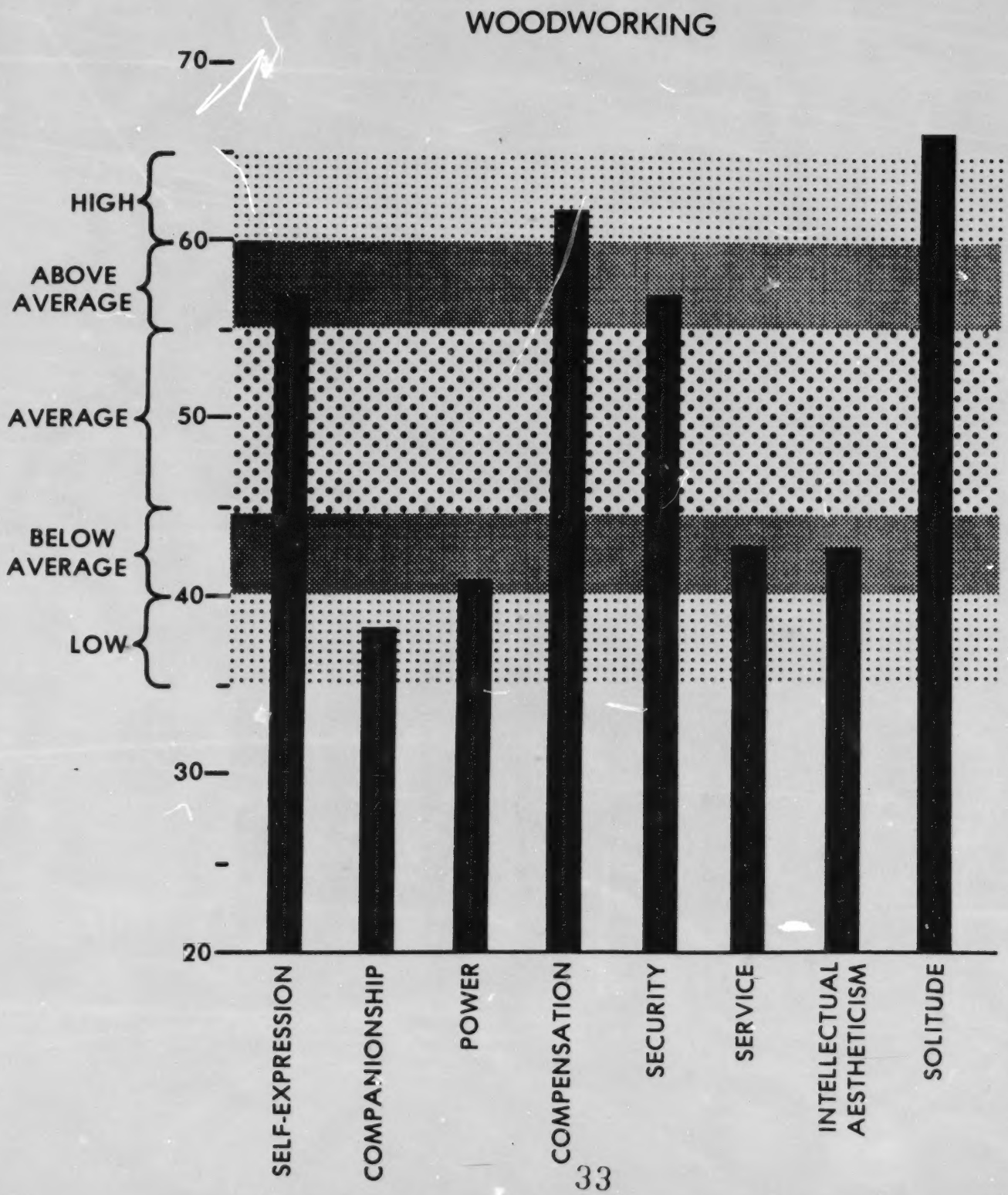
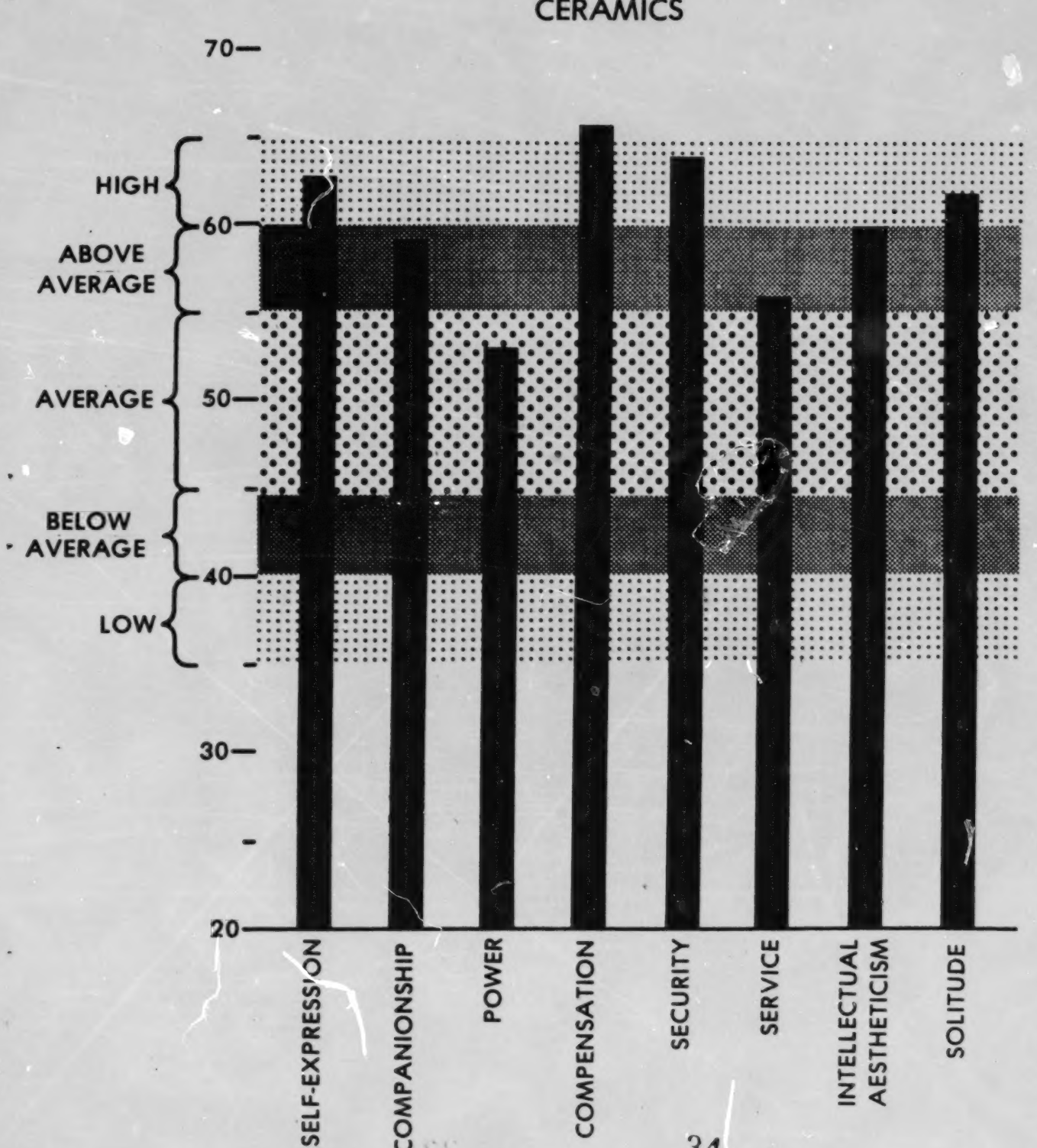

WOODWORKING
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 17


CERAMICS
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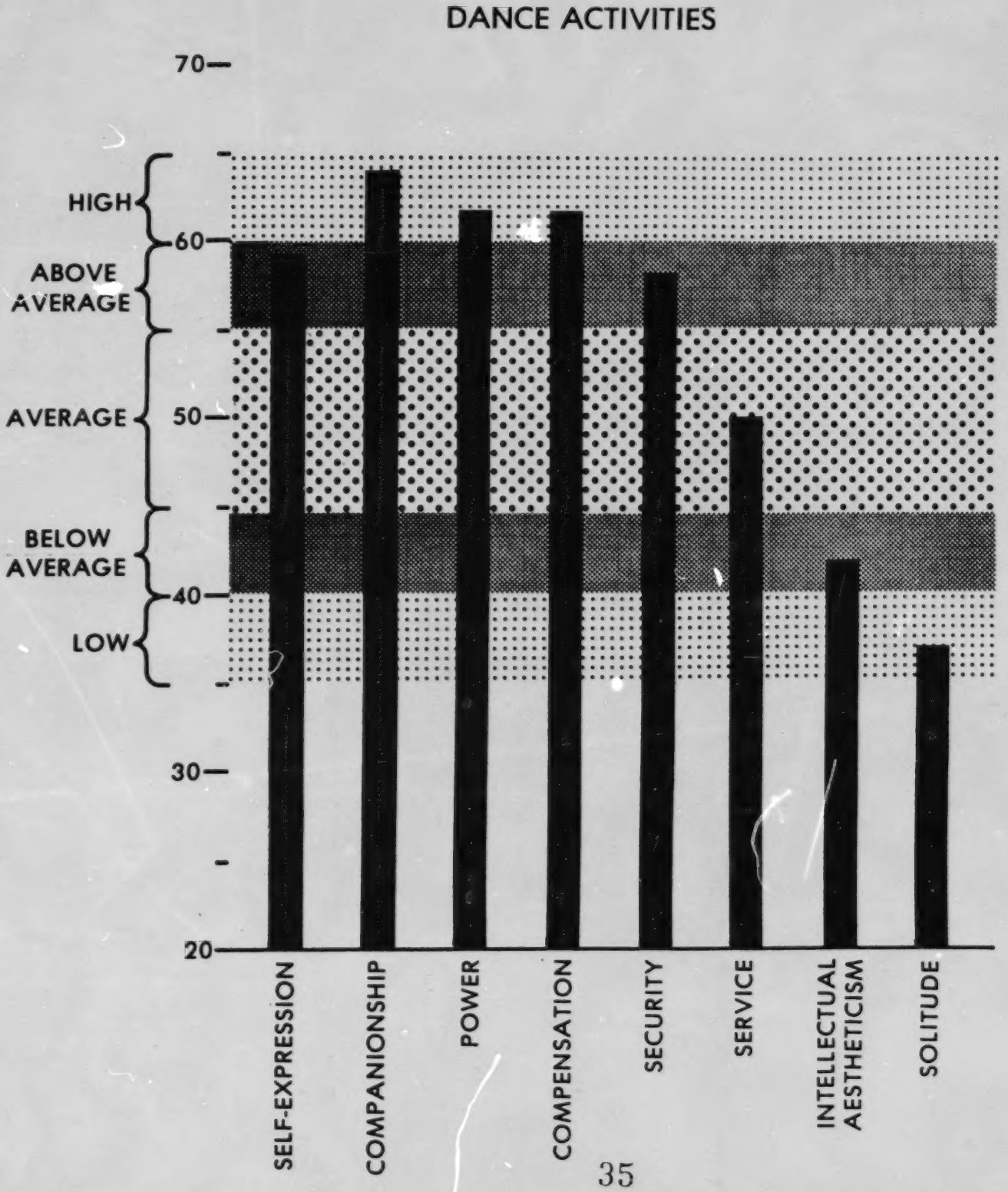
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 18


DANCE ACTIVITIES
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HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 19

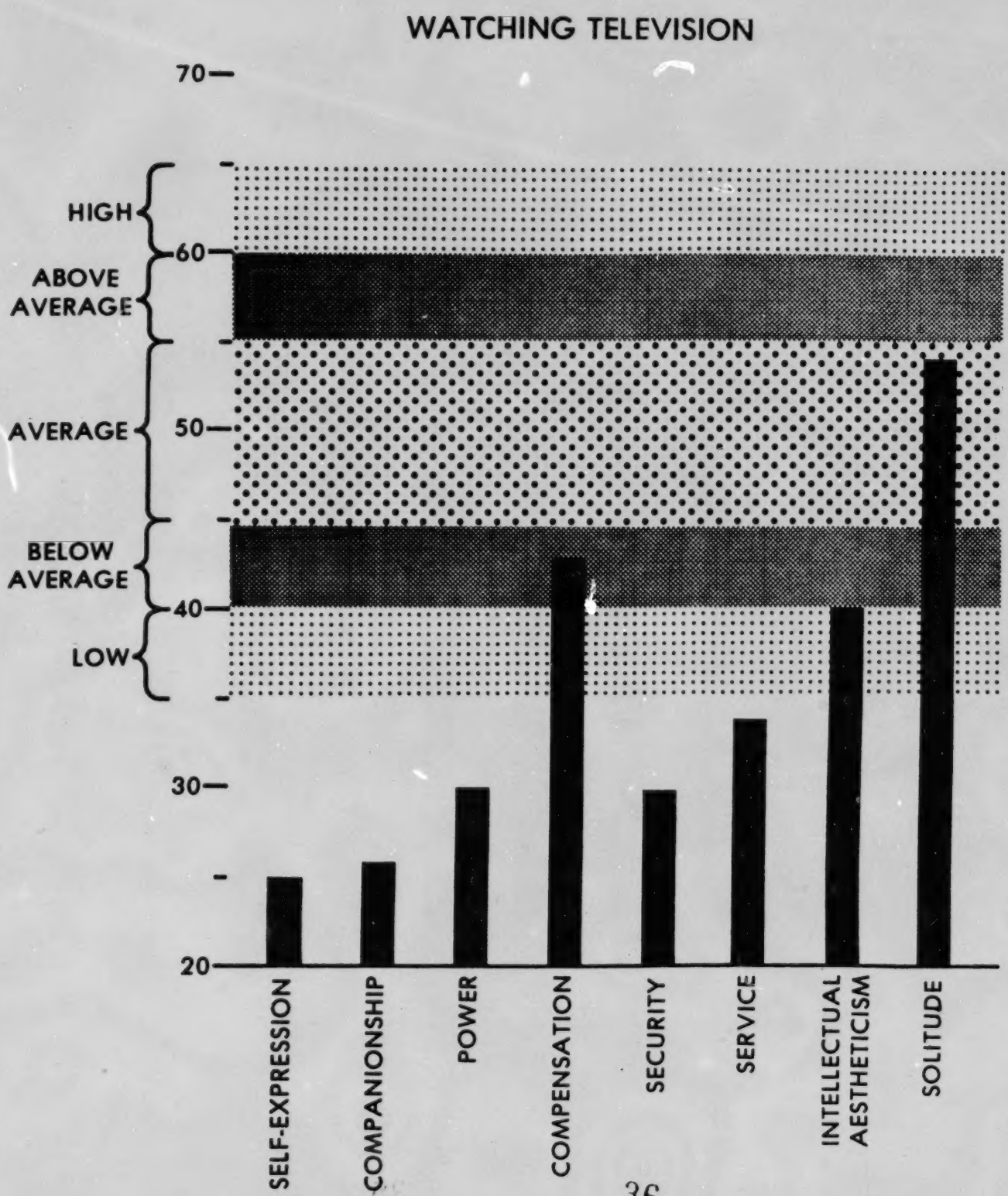

WATCHING TELEVISION
70
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 20

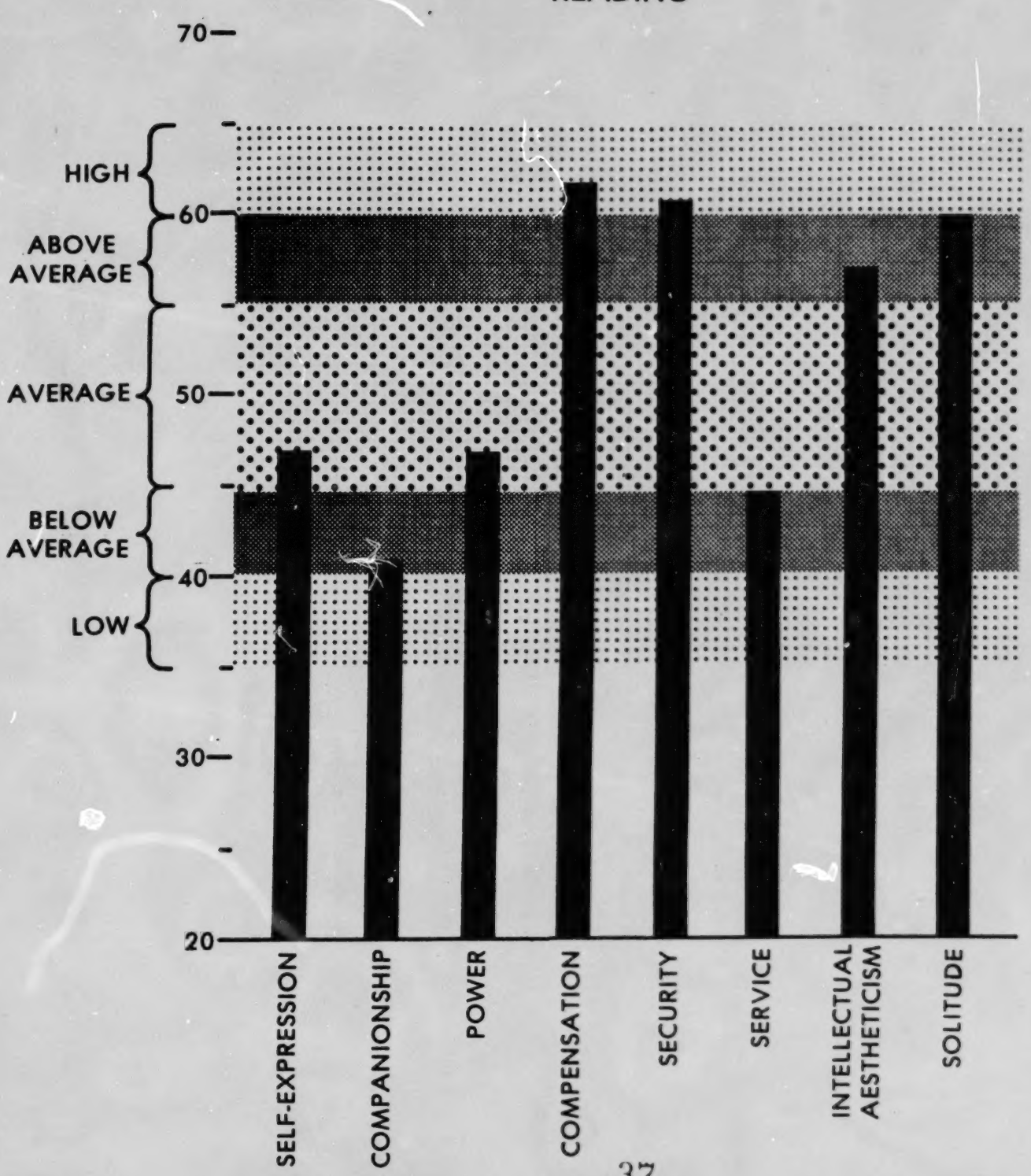

READING
70
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 21

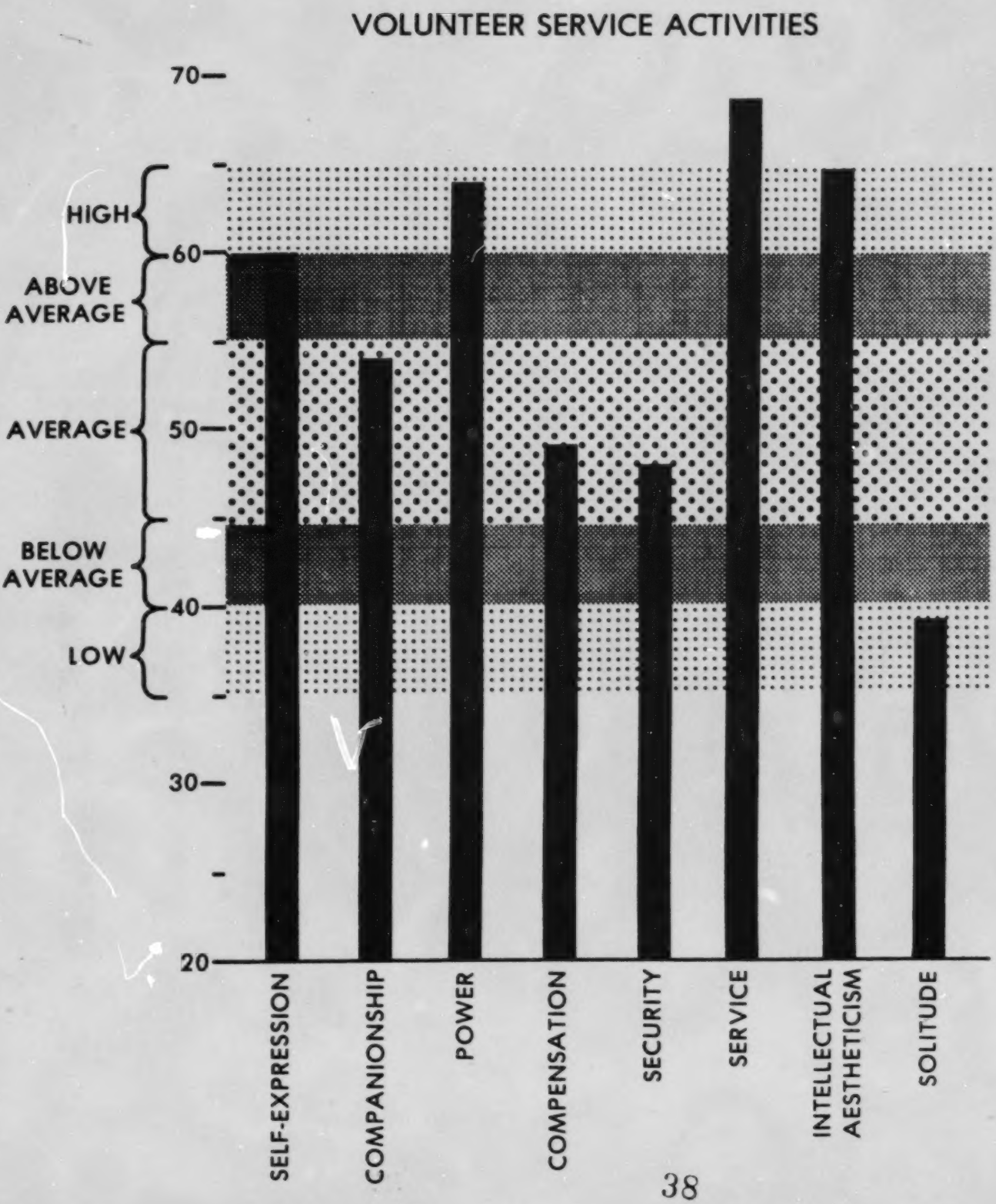
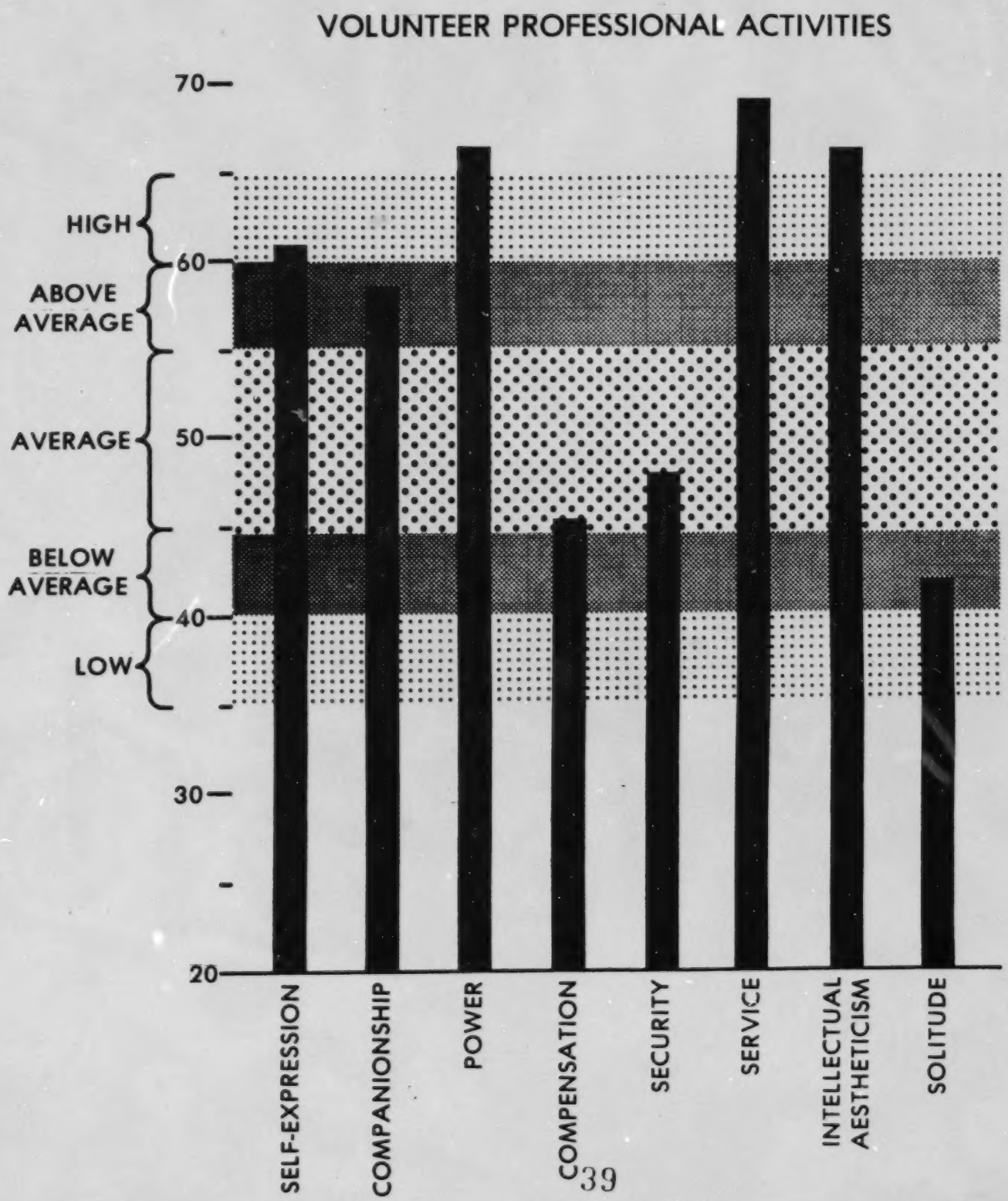

VOLUNTEER SERVICE ACTIVITIES
70
60
50
40
30
20
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 22


VOLUNTEER PROFESSIONAL ACTIVITIES
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30
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HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 23

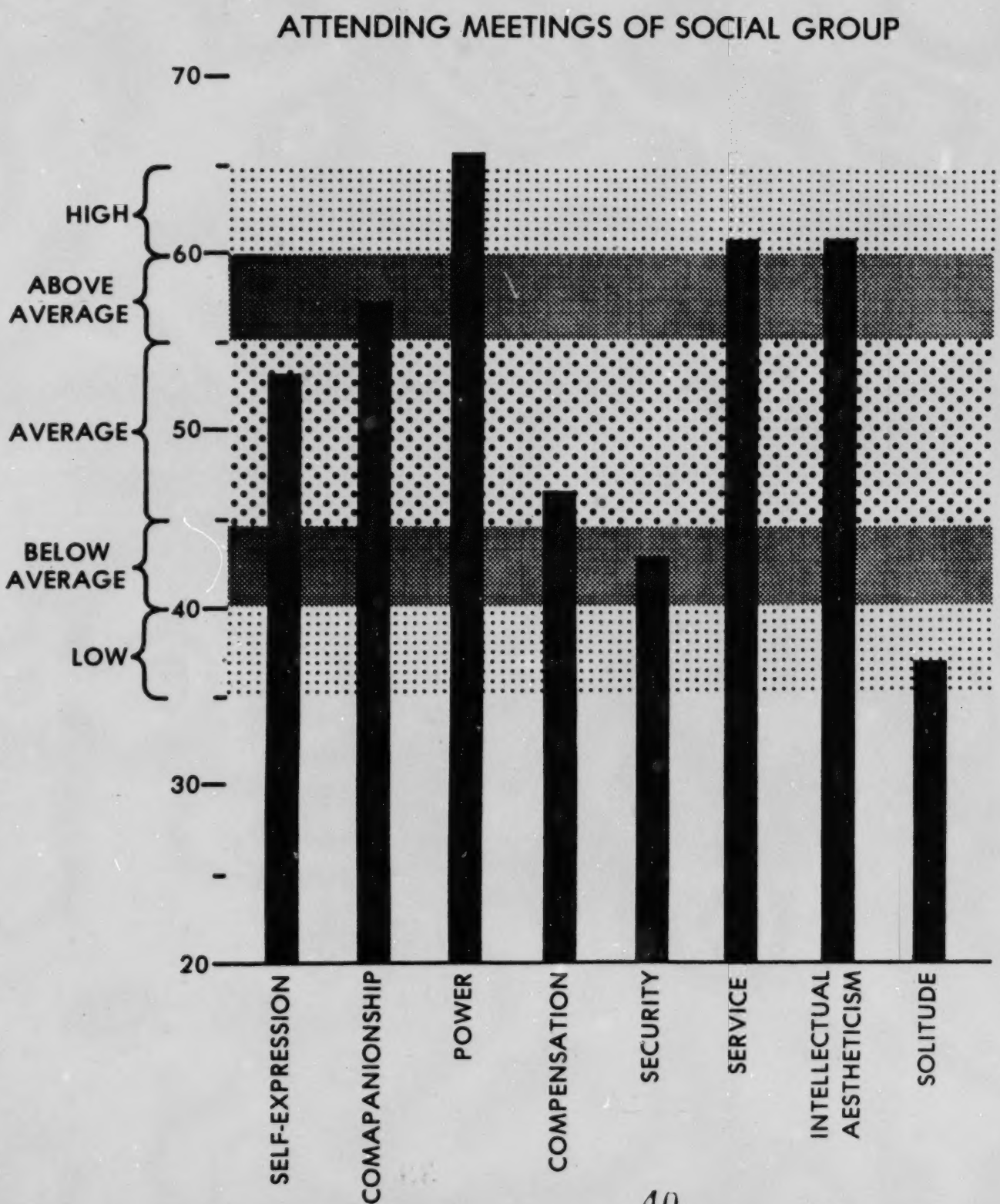
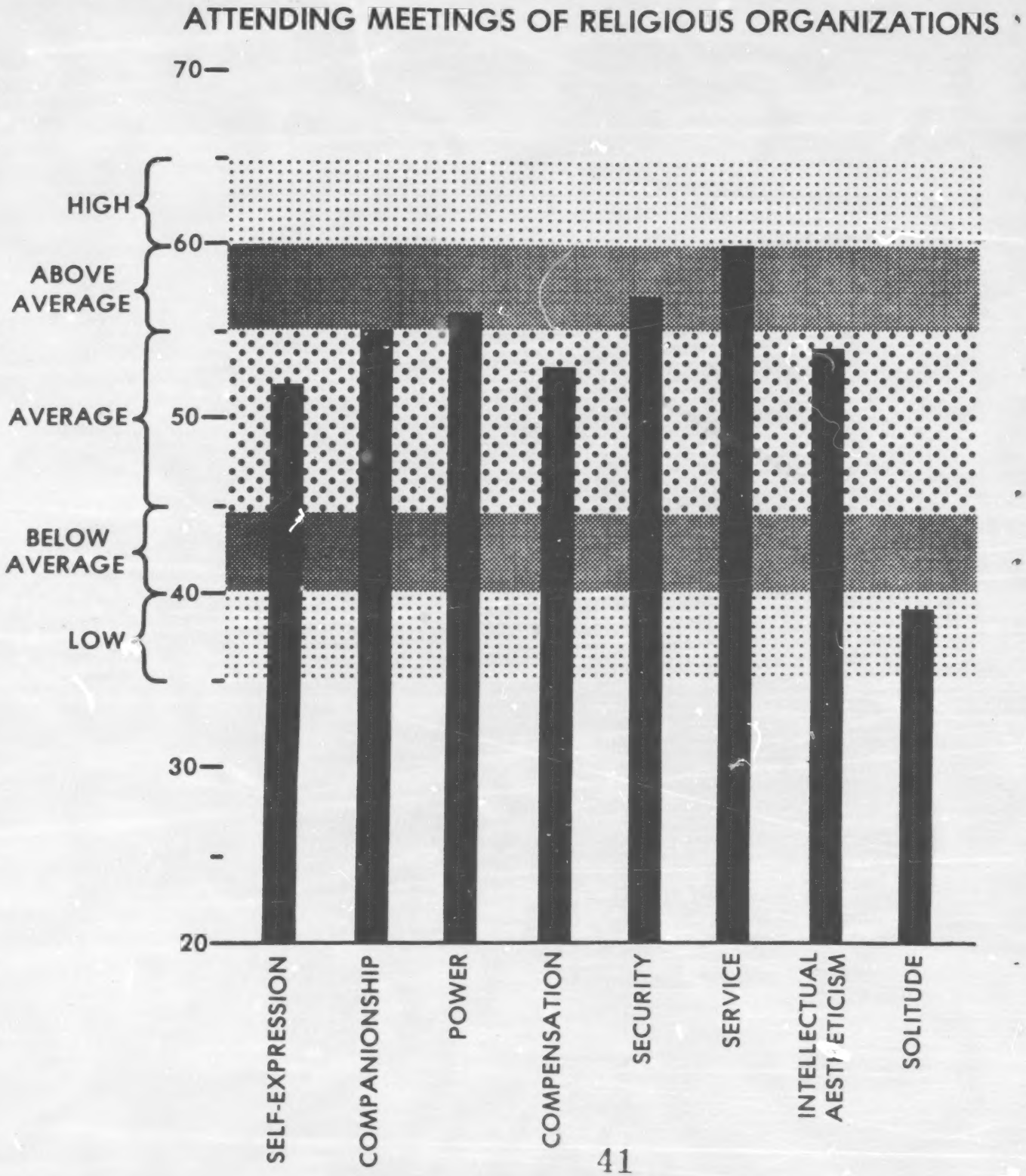

ATTENDING MEETINGS OF SOCIAL GROUP
70
HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMAPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Figure 24


ATTENDING MEETINGS OF RELIGIOUS ORGANIZATIONS
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HIGH
60
ABOVE AVERAGE
AVERAGE
50
BELOW AVERAGE
40
LOW
30
20
SELF-EXPRESSION
COMPANIONSHIP
POWER
COMPENSATION
SECURITY
SERVICE
INTELLECTUAL AESTHETICISM
SOLITUDE

Technical Report

Rationale

The impact of leisure on personal adjustment in old age is a key issue in the retirement literature. Stephen Miller (1965), in an often quoted article, argues that retirement is a degrading and traumatic experience because it means the loss of the work role, a major source of identity providing essential social and psychological benefits. According to Miller, leisure roles cannot replace this lost identity because society does not generally consider leisure to be legitimate source of identity. A contrasting opinion has been advanced by Atchley (1971), a frequently cited critic of Miller, who concluded after examination of a number of studies that leisure can be a legitimate source of identity after retirement. Although the work role is important, identity loss can be minimized by continuity in other roles such as are provided by family, friends, church, and community, thereby creating retirement cohorts which provide identity continuity and legitimize leisure.

Since the turn of the century psychologists have been aware of the importance of a person's job as a determinant of his or her mental health and general satisfaction with life. Yet, Wrenn observed as early as 1964 that our work -- the traditional source of satisfaction for many Americans -- had changed (Wrenn, 1964). Many of the repetitive, menial jobs to which people must turn today have little value in stimulating within themselves a sense of achievement or self-importance. Consequently, we observe a decay in the ability of work to satisfy the individual's needs of belongingness, self-esteem and self-actualization, a decrease in the amount of time the typical individual devotes to work, and a sense of isolation or lack of belongingness brought on by the highly mobile nature of contemporary American

society. Where can these individuls find satisfaction of their needs for belongingness, self-esteem, and self-actualization? Although leisure has long been thought to be one source of life satisfaction, it is only recently that evidence substantiating this belief has begun to appear (Flanagan, 1978; London, Crandall & Seals, 1977).

Life satisfaction. A number of investigations provide information on the relationship between leisure and life satisfaction. McIntyre (1972) surveyed 127 scout leaders regarding sources of life satisfaction. Although these men did not differ from the general population in terms of the satisfaction they obtained from their work, they reported finding additional satisfaction in scouting above and beyond that obtained from their jobs. London, Crandall, and Seals (1977) examined the contribution of job and leisure satisfaction to perceived quality of life using interview data collected from a national sample of 1297 adults. Six items which measured some aspect of leisure satisfaction were correlated with the respondents' perceived quality of life. The correlations, all significantly greater than zero at the .05 level of confidence, ranged from .37 (family activities) to .11 (television, radio, movies, local events and places). With the exception of the latter item, all correlations were .20 or greater. The correlations between sources of job satisfaction and perceived quality of life were slightly lower than those for sources of leisure satisfaction.

Flanagan (1978) surveyed 1000 30-year-olds, 600 50-year-olds, and 600 70-year-olds regarding the importance of 15 components of life to their perceived quality of life. Three of the components concerned aspects of leisure; 1) socializing; 2) reading, listening to music or observing sporting events or entertainment; and 3) participation in active recreation. When asked, "At this time in your life, how important to you is _____?" (Flanagan,

1978, p. 141), approximately 48% of the men and 54% of the women reported that socializing was important or very important to their quality of life. For reading, etc. and participation in active recreation, the corresponding figures were 51% and 51% for males, and 57% and 51% for females.

Mental health. Despite the difficulty in operationally defining mental health, several investigators have attempted to study the relationship between mental health and leisure. Havighurst (1957) and Havighurst and Feigenbaum (1959) investigated the relationship between personality and the life style preferences of the individual. They reported a significant relationship between personality and life style, with personal adjustment being positively associated with the tendency to spend a greater amount of time in leisure. Among the middle-aged subjects, good personal adjustment was associated with participation in leisure activities characterized by autonomy, creativity, enjoyment, novelty, prestige, vitality, and expansion of interests. Neulinger (1971) reported that a person's conception of work was unrelated to his mental health but that persons having good personality integration reported more meaningful and enjoyable leisure participation than persons with poor personality integration. Brooks and Elliott (1971) reported that leisure activities and leisure satisfaction in childhood were predictive of psychological adjustment at age 30. Kleiber (1972) found that leisure self-concept was related to mental health among college students, where mental health was defined in terms of scores on the Personal Orientation Inventory.

Need satisfaction. Numerous researchers have reported empirical differences among leisure activities in terms of the needs which they fulfill. O'Connor (1971) administered the Edwards Personal Preference Schedule to active members of nine leisure interest groups and found significant differences

between each group and a general adult sample. Neulinger and Breit (1971) surveyed the leisure attitudes of 335 adults working full-time and found that younger people were more likely than older people to look towards leisure activities rather than work to find meaning for their lives. Neulinger and Raps (1972) subsequently compared this sample to a sample of members of the Mensa society, an international organization which requires a high score on an intelligence test for admission. Both samples were asked to state their preferences for nine leisure activities which were described in terms of the needs the activity would satisfy. The Mensa sample most preferred activities involving understanding and reflection. The sample of working adults ranked highest the activity which satisfied the need for affiliation. Driver (1976) and his associates (Driver & Knopf, 1977; Driver & Tocher, 1974) surveyed the "social benefits" of participation in outdoor recreation activities. Among the many activities studied were boating, canoeing, fishing, picnicking, camping, hiking, hunting, and snowmobiling. The results support the conclusion that the activities 1) Provide satisfaction for a variety of needs, and 2) Differ in the needs they will satisfy. London, Crandall, & Fitzgibbons (1977) surveyed undergraduates regarding their perceptions of leisure activities. Three-mode factor analysis revealed subgroups having different perceptions of the activities when the activities were rated on the basis of their ability to satisfy three need dimensions.

Tinsley, Barrett & Kass (1977) and Tinsley and Kass (1978) investigated the hypothesis that some needs are leisure activity specific and others are leisure activity general, where:

a. Leisure activity specific needs are operationally defined as needs which can be satisfied to a significantly greater degree through participation in some leisure activities than by participation in other leisure activities, and

b. Leisure activity general needs are operationally defined as needs which are satisfied to approximately the same degree by all leisure activities.

The data reported support the hypothesis in that 27 need dimensions were found to be leisure activity specific while 18 were leisure activity general. A factor analysis of the 27 leisure activity specific need dimensions by Tinsley and Kass (1979) revealed factors associated with Maslow's (1970) needs for self-actualization (self-actualization), self-esteem (power, autonomy), belongingness and love (companionship), and safety (security).

Tinsley and his associates (e.g., Tinsley, et al., 1977; Tinsley & Kass, 1978, 1979) have demonstrated that participation in leisure activities satisfies the psychological needs of the individual, but no consistent body of information is available to indicate which needs may be satisfied by which activities. Research on this issue is prerequisite to, a) Research on the nature of the most beneficial relationship between the psychological needs of the older person and the need-satisfying characteristics of his or her leisure activities, b) The development and validation of leisure counseling techniques to assist the elderly in making more beneficial use of their leisure, c) The self selection of leisure activities by elderly persons who do not have the resources to sample leisure activities on a trial-and-error basis until they identify the ones best for them, and d) The elderly persons' substitution for previously preferred leisure activities of new but psychologically equivalent leisure activities which are more consistent with the financial, physical and/or social situation in which they find themselves.

This research provides information on the psycholgical need-satisfying properties of 18 leisure activities. This research is a first step in meeting the need for a systematic body of data about the psychological characteristics

of leisure activities of the elderly. Although admittedly a modest beginning, this research provides a manual which can be used by the elderly and persons working with the elderly to assist in their choice of leisure activities.

Method

Subjects

A total of 5,567 persons believed to be older than 55 years of age were contacted to determine whether they were, 1) 55 or older, 2) regular participants in one of the activities under investigation, and 3) willing to participate in this research. The 1,942 respondents who met all three criteria were mailed the Paragraphs About Leisure Questionnaire (PAL, described below). Completed questionnaires were received from 1,462 (75%) persons by the time data collection was discontinued to begin preparation of the final report. In addition, 200 participants in senior centers were interviewed, resulting in a total sample of 1,662 respondents.

Because the literature reveals differences in the leisure pursuits of the typical individual as a function of age and sex, the sample was stratified into four groups. First, subjects were subdivided into two groups which correspond to phases of retirement identified by Atchley (1976). Subjects in the 55-65 age range were classified as belonging to the pre-retirement group, subjects 65 years of age or older were assigned to the post-retirement group. The data obtained from 13 respondents were dropped from the analysis because of their failure to indicate their sex and/or age. The distribution of the remaining 1,649 respondents by leisure activity is indicated in Table 3.

Activities

Overs, Taylor, Casseli and Chernov (1977) developed a classification system for leisure activities consisting of nine major divisions. Previous

Table 3

Sample Size by Gender and Age for 18 Leisure Activities

	Males		Females	
Activity	55-65	>66	55-65	>66
Playing Cards	49	14	15	16
Playing Bingo	3	6	8	46
Watching Sports (Not on TV)	57	10	16	4
Bowling	15	16	5	13
Picnicking	30	9	18	12
Raising House Plants	21	17	19	47
Collecting Photographs	49	9	19	6
Collecting Antiques	28	10	21	15
Knitting and Crocheting	1	3	26	55
Woodworking	50	22	11	1
Ceramics	8	1	10	15
Dancing	32	11	46	31
Watching Television	33	23	17	8
Reading	39	28	28	51
Volunteer Service Activities	48	17	30	15
Volunteer Professional Activities	36	28	32	21
Attending Meetings of Social Groups	71	35	36	28
Attending Meetings of Religious Organizations	28	21	13	17
TOTAL	598	280	370	401

research indicates that when asked to list their most meaningful activity, elderly and retired persons identify leisure activities falling into eight of the nine divisions. Two activities from each of the nine major divisions were selected for study in this investigation. To the extent possible, care was taken to select activities which had been previously identified by elderly persons as among their most meaningful avocational activities. This leisure activity sampling strategy was adopted to 1) Insure the representativeness of the sample of leisure activities to the full range of leisure activities available in our society, and 2) Maximize the relevance of the resulting data to the elderly. The activities investigated in this research are listed in Table 3.

Instrument

Each respondent was asked to complete the Paragraphs About Leisure (PAL), a brief questionnaire designed by Tinsley and associates to measure the extent to which a given activity satisfies selected psychological needs. The PAL contains up to 44 short paragraphs, each of which measures the extent to which a specific psychological need is satisfied by participation in the leisure activity under investigation. In this research the PAL contained only the 27 scales determined by Tinsley and Kass (1978, 1979) to be most relevant in making comparisons among leisure activities. In addition, each scale was simplified to state the central construct germain to that need in the most concise manner. The respondents were instructed to read each paragraph and indicate on a 5-point Likert scale the degree to which the paragraph accurately described participation in their chosen leisure activity. In this research, each respondent was asked to describe only one leisure activity.

Data Collection Procedure

Potential respondents were identified and contacted via mail using the following procedure.

1. The names and addresses of elderly persons known to participate in each of the 18 leisure activities under investigation were obtained from sources such as association membership directories, club mailing lists, national organizations devoted to each activity and to the elderly, and personal contacts. Articles describing the research and requesting volunteers to participate were also published in association newsletters and magazines, where possible.
2. Each potential participant identified whose age was unknown was contacted by postcard to ascertain his or her age and willingness to participate.
3. Each potential respondent who met the age requirement for inclusion in the study was mailed a copy of the Paragraphs About Leisure (PAL), a self-addressed business reply envelope and a letter which explained the research and requested the respondent's participation.
4. If no response was received in 10 days, a postcard reminder was mailed.
5. If no response was received in an additional 10 days, a final postcard reminder was mailed.

No further contact was made with the person after receipt of the completed questionnaire or any other communication indicating the person did not want to participate in the research.

In order to maximize the generalizability of the results, respondents were solicited from all parts of the United States. Although multiple strategies were used in identifying respondents, the final sample could be most

concisely described as comprising three subgroups. The first subgroup consists of persons participating in senior center programs. In contrast to the other groups, these respondents were typically less affluent. Approximately 200 of these respondents completed the PAL in an interview rather than via mail. The second subgroup was comprised of members of specific clubs, leisure activity groups, or organizations. The members of this subgroup were hetergeneous in terms of economic status. The final subgroup was comprised of members of professional organizations (e.g., American Psychological Association). The members of this subgroup were generally more affluent and better educated than the other two groups.

Analysis

To insure that the respondents were knowledgeable about the leisure activity they were describing, each participant was asked the following questions:

1. How frequently do you engage in the activity which you were rating?
2. How long have you participated in the activity which you were rating?
3. How well do you feel you know the activity which you were rating?
4. How much do you like the activity which you were rating?

Only the data from respondents who indicate they like the activity, know it well, and have participated in it regularly for at least six months was included in the analysis.

The research evidence indicates differences in leisure activity participation rates as a function of age and gender. Tinsley and Kass (1978), on the other hand, performed 45 analyses of variance and found no gender effects and only one interaction involving gender. It is unclear, therefore, whether the observed differences in participation rates are due to differences in the psychological needs satisfied by leisure activities for participants

of different gender and age, or whether the differential participation rates are due to some other factor. To investigate this issue, 18 gender x age group (2 x 2) multivariate analyses of variance (MANOVAs) were planned, one for each leisure activity. The distribution of respondents across the four gender x age categories was uneven (see Table 3), however, but for 11 activities the distribution of respondents was minimally sufficient to permit the planned multivariate analysis of variance (see Table 4). The results indicate the extent to which elderly persons of different gender and age report the satisfaction of the same psychological needs from participation in a given leisure activity. For six activities, most of the respondents were of one gender (see Table 5). In those instances, a multivariate analysis of variance was performed on the age factor. Although information about collecting photographs was collected from 83 persons, the distribution of respondents across the cells of the gender x age matrix was so unbalanced that the planned MANOVA was omitted.

The leisure activity classification system proposed by Overs et al. (1977) has not been previously subjected to empirical analysis. Activities which subjectively seemed similar were grouped together. To investigate the empirical validity of the classification system, two procedures were used. First, an activity x gender x age group (9 x 2 x 2) multivariate analysis of variance was performed. Prior to this analysis, the data of the respondents were grouped into the 9 major divisions of the classification system. For example, the responses of elderly persons who participate in games (i.e., playing cards, playing bingo) were compared to the responses of elderly persons who participate in sports (i.e., watch sports, bowl), who participate in nature activities, and so on. Significant differences among the 9 divisions would indicate that activities assigned to the different

Table 4

Percent of Variance Accounted for by Significant Effects in Gender x Age Multivariate Analysis of Variance of 11 Leisure Activities using Scores on 27 PAL Scales as Dependent Variables

Activity	Gender x Age Interaction	Gender	Age
Playing Cards	.033	NS	.026
Picknicking	NS	NS	NS
Raising House Plants	NS	.033	NS
Collecting Antiques	NS	NS	NS
Dancing	NS	.042	.026
Watching Television	NS	.038	.037
Reading	NS	.027	NS
Volunteer Service Activities	NS	.027	NS
Volunteer Professional Activities	NS	NS	NS
Attending Meetings of Social Groups	NS	.025	.014
Attending Meetings of Religious Groups	NS	NS	NS

Table 5

Percent of Variance Accounted for by Significant Age Effects in Multivariate Analysis of Variance of Age for Six Single Gender Leisure Activity Groups using Scores on 27 PAL Scales as Dependent Variables

Activity	Gender	Age Effect
Playing Bingo	Female	.094
Knitting and Crocheting	Female	.049
Ceramics	Female	NS
Watching Sports (Not on TV)	Male	NS
Bowling	Male	NS
Woodworking	Male	NS

divisions differ significantly in the psychological needs they satisfy, thereby partially validating the classification system. To further investigate the empirical validity of the Overs et al. (1977) taxonomy, the mean scores of each leisure activity on the 27 PAL scales were cluster analyzed using Wards (1963) method of heirarchical grouping analysis. An important feature of this method of cluster analysis is the error index which indicates the relationship of within cluster variability to between cluster variability. Consequently, this clustering procedure provides information regarding, 1) Which leisure activities are most similar, and 2) The optimal number of groups to use in classifying the activities.

Results

Age and Gender Effects

Tables 4 and 5 summarize the results of the MANOVAs performed to determine whether the perception of the psychological benefits of leisure activity participation differed as a function of age and/or gender. A significant gender by age interaction (see Table 4) was observed for playing cards and significant gender effects were observed for six of the 11 activities analyzed, raising house plants, dance activities, watching television, reading, volunteer service activities and attending meetings of social groups. For the age factor, significant effects were found for playing cards, dance activities, watching television and attending meetings of social groups. The percent of variance accounted for in these significant analyses ranged from 4.2% (dance activities) to 2.5% (attending meetings of social groups) for the gender effect and from 3.7% (watching television) to 1.4% (attending meetings of social groups) for the age effect.

Univariate analyses of variance were performed on each of the 27 PAL scales for each of the 11 significant MANOVAs to identify which scales

Table 6

PAL Scales on which the Gender Groups Differed

Significantly in a Univariate Analysis of Variance

PAL Scale	Raising House Plants	Dancing	Watching Television	Reading	Volunteer Service Activities	Attending Meetings of Social Groups
Compensation		X				X
Dominance	X			X		
Social Service	X	X		X		X
Achievement		X		X		
Activity	X			X	X	X
Advancement	X	X	X			X
Affiliation	X	X		X		X
Authority	X					
Catharsis	X	X		X		
Creativity		X		X		
Aggression						
Exhibition		X				
Cooperation	X	X		X	X	
Independence				X		
Nurturance	X			X		
Play	X		X	X		
Responsibility	X	X				X
Reward		X			X	X
Security	X	X				
Self-Esteem			X	X		
Sentence					X	
Sex		X				

Table 6 (cont.)

PAL Scale	Raising House Plants	Dancing	Watching Television	Reading	Volunteer Service Activities	Attending Meetings of Social Groups
Ability Utilization						
Social Status	X	X		X		
Supervision	X	X	X	X	X	X
Understanding	X	X	X	X		X
Variety			X		X	X

contributed to the significant differences among groups. Table 6 summarizes the significant univariate results for the six leisure activities in which the MANOVA revealed a gender effect. Table 7 summarizes the significant univariate results for the leisure activities in which the MANOVA revealed an age effect. Table 8 indicates the scales which contributed to the significant gender x age interaction and the scales which differed significantly for the two age groups for the activities in which only the data of the women were analyzed. Because of the variable and oftimes rather small sample sizes, the cell means associated with the significant univariate ANOVAs are not reported.

The PAL scales which revealed the most consistent differences among the gender groups were social service, activity, advancement, affiliation, cooperation, supervision and understanding (Table 6). The men and women differed in all six instances on the supervision scale and in five of the six analyses on the understanding scale. Significant differences were observed between the age groups on the exhibition scale on all four activities for which significant MANOVAs were found and on three of the four activities for the nurturance and understanding scales (Table 7).

Evaluation of Overs et al. Taxonomy

Prior to performing the gender by age by activity MANOVA of the 27 PAL scales, the 18 leisure activities were grouped by pairs into the nine category classification system proposed by Overs et al. (1977). The multivariate analysis of variance revealed significant differences among the groups on the leisure activity by age and leisure activity by gender interactions and on the age, gender and activity main effects. The findings that age and gender interacted significantly with leisure activity but not with each other replicated the results reported in the previous section. For this

Table 7

PAL Scales on which the Age Groups Differed

Significantly in Univariate Analysis of Variance

PAL Scale	Playing Cards	Dancing	Watching Television	Attending Meetings of Social Groups
Compensation				
Dominance		X		X
Social Service	X	X		
Achievement				
Activity				
Advancement				
Affiliation	X	X		
Authority				
Catharsis	X			
Creativity				
Aggression	X			
Exhibition	X	X	X	X
Cooperation			X	
Independence				
Nurturance		X	X	X
Play		X		
Responsibility		X	X	
Reward				
Security				X
Self-Esteem	X			X
Sentience				
Sex				

Table 7 (cont.)

PAL Scale	Playing Cards	Dancing	Watching Television	Attending Meetings of Social Groups
Ability Utilization		X		
Social Status		X	X	
Supervision				
Understanding		X	X	X
Variety				X

Table 8

PAL Scales on Which the Gender x Age Groups or the Age Groups Differed Significantly in Univariate Analysis of Variance

PAL Scale	Playing Cards	Playing[1] Bingo	Knitting and[1] Crocheting
Compensation			X
Dominance		X	X
Social Service			X
Achievement			X
Activity			X
Advancement			X
Affiliation			X
Authority			X
Catharsis	X		X
Creativity			
Aggression			
Exhibition	X		
Cooperation			X
Independence			
Nurturance			X
Play	X		X
Responsibility			X
Reward			
Security			X
Self-Esteem			X
Sentience	X		X
Sex			

Table 8 (cont.)

PAL Scale	Playing Cards	Playing Bingo	Knitting and Crocheting
Ability Utilization			
Social Status		X	X
Supervision			X
Understanding			X
Variety			X

[1]Significant age effect in one-way MANOVA of age group

analysis, the primary interest was in the significant leisure activity main effect. The univariate analyses of variance conducted following the finding of a significant multivariate effect revealed significant differences among the leisure activity groups on all 27 scales of the PAL. The finding of consistent differences among groups of activities classified according to the system proposed by Overs et al. constitutes at least minimal evidence of the convergent and discriminant validity of the taxonomy.

In order to further investigate the empirical validity of the Overs et al. (1977) taxonomy, a profile consisting of scores on the 27 PAL scales was developed for each of the 18 leisure activities and cluster analyzed using Ward's (1963) heirarchical cluster analysis. The analysis suggested the presence of six leisure activity clusters (see Table 9) which corresponded only slightly to the taxonomy suggested by Overs et al. The two activities representing games (cluster I), collecting activities (cluster IV), craft activities (cluster V), volunteering (cluster VI) and organizations (cluster VI) were assigned to the same cluster but in no instance did a pair of activities classified together by Overs et al. constitute a cluster.

The mean factor T-scores for each of the six clusters on the eight psychological benefit factors are indicated in Table 10. The leisure activities in Cluster I provide greater amounts of companionship than those assigned to any other cluster and the second greatest amount of power. These results suggest that participation in these activities fulfills the persons need for companionship. The elevated score on the power and self-expression scales suggests the label hedonistic companionship for this cluster.

Only one activity, picnicking, was assigned to Cluster II and the most salient characteristic of this cluster was the high level of compensation

Table 9

Leisure Activity Clusters

	Classification of Overs et al. (1977)
Cluster I	
Playing Cards	Games
Playing Bingo	Games
Bowling	Sports
Dancing	Art & Music
Cluster II	
Picnicking	Nature Activities
Cluster III	
Watching Sports (Not on TV)	Sports
Watching TV	EEC
Cluster IV	
Raising House Plants	Nature Activities
Collecting Photographs	Collecting Activities
Collecting Antiques	Collecting Activities
Reading	EEC
Cluster V	
Knitting and Crocheting	Craft Activities
Woodworking	Craft Activities
Ceramics	Art & Music
Cluster VI	
Volunteer Service Activities	Volunteering
Volunteer Professional Activities	Volunteering
Attending Meetings of Social Groups	Organizations
Attending Meetings of Religious Organizations	Organizations

EEC: Education, Entertainment, & Cultural

Table 10

Mean T Score of Leisure Activity Clusters on

Eight Psychological Benefit Scales

Cluster	Self-Expression	Companionship	Power	Compensation	Security	Service	Intellectual Aestheticism	Solitude
Hedonistic Companionship	54	61	55	47	52	50	47	46
Compensation	44	54	47	66	40	50	47	40
Passing Time	34	34	36	41	37	36	35	51
Secure Solitude	50	43	47	42	58	45	54	60
Secure, Solitary Self-Expression	60	51	50	58	62	53	51	63
Expressive Service	58	58	66	46	52	67	66	40

experienced by participants in this activity. Cluster III was characterized by low T-scores on all of the psychological benefits. Normally, low scores on the bipolar intellectual aestheticism scale are interpreted as indicating the psychological benefit of physical exercise. Given the sedentary nature of the two activities assigned to this cluster, however, this interpretation was contraindicated. For want of a better label, this cluster was named Passing Time. The activities assigned to Cluster IV were characterized by high scores on security and solitude, suggesting the name Secure Solitude for this cluster.

The activities assigned to Clusters V and VI apparently provide numerous psychological benefits to participants. The activities assigned to Cluster V provide high levels of self-expression, compensation, security and solitude, suggesting the awkward but descriptive label of Secure, Solitary, Self-Expressive activities. Cluster VI was entitled Expressive Service because of the high levels of self-expression, companionship, power, service and intellectual aestheticism reportedly experienced by participants.

Psychological Benefits of 18 Leisure Activities

The T-scores of each of the 18 leisure activities on the eight psychological benefit factors are presented graphically in Figures 7-24. Table 11 provides the actual T-scores.

Qualifications

The research reported herein represents but a beginning. It is obvious that information is needed about a wider range of leisure activities before older persons, leisure service personnel and educators can make effective use of this information in planning. In order to avoid misinterpretation and/or overgeneralization of these results, three additional but not so obvious qualifications need to be stated. First, the generalizability of these

Table 11

T Scores of Leisure Activities on Psychological Benefit Factors

Activity	Psychological Benefit							
	Self-Expression	Companionship	Power	Compensation	Security	Service	Intellectual Aestheticism	Solitude
Playing Cards	47	53	51	35	42	40	54	42
Playing Bingo	48	59	46	49	45	53	43	53
Watching Sports (not on TV)	33	42	39	49	34	38	32	46
Bowling	53	60	52	50	51	49	43	48
Picnicking	40	53	45	61	36	48	46	40
Raising House Plants	50	44	44	46	56	45	40	60
Collecting Photographs	46	39	43	29	50	42	47	59
Collecting Antiques	48	45	45	48	58	43	61	57
Knitting and Crocheting	59	54	49	41	60	55	45	59
Woodworking	57	38	41	62	57	43	43	67
Ceramics	63	59	53	66	64	56	60	62
Dancing	59	64	62	62	58	50	42	37
Watching TV	25	26	30	43	30	33	40	54
Reading	47	41	47	62	61	45	57	60
Volunteer Service Activities	60	54	64	49	48	69	65	39

Table 11 (cont.)

Activity	Self-Expression	Companionship	Power	Compensation	Security	Service	Intellectual Aestheticism	Solitude
Volunteer Professional Activities	61	58	67	46	48	69	67	42
Attending Meetings of Social Groups	53	57	66	47	43	61	61	37
Attending Meetings of Relgious Organizations	52	55	56	53	57	60	54	39

results is a function of the adequacy of the sample. Although every effort was made to obtain a sample representative of elderly persons residing in the United States, the participants still represent a purposive (i.e., a non-probability) sample. Although the sample in aggregate satisfies typical standards of representativeness, it should be understood that data were actually obtained from 18 samples, one for each activity. Moreover, the distribution of respondents across the cells of the gender by age matrix is only minimally adequate. Further research attention needs to be given to the perception of leisure activities as a function of age and gender.

The second qualification concerns the manner in which older persons may be expected to use this material. Iso-Ahola (1980) and Tinsley and Johnson (in press) have noted that persons do not maintain a list in their heads of the psychological benefits of leisure activities, ready for consultation when the need to select a leisure activity arises. Consequently, many older persons may not be clear about the psychological benefits they most need or want to obtain from leisure. At the present time, therefore, information such as that provided herein may be of more use to leisure counselors and other leisure service personnel involved in working with elderly persons. In order to increase the self-sufficiency of the elderly, high priority should be given to the development of a brief questionnaire which can be used by older persons to ascertain the psychological benefits most important to them. To be maximally effective, this questionnaire should be suitable for self-administration, self-scoring, and self-interpretation.

Finally, it should be noted that the psychological benefits the individual derives from a leisure activity is only one of many factors to be considered in selecting a leisure activity. Other factors will moderate or

interact with this impact. Older persons who wish to utilize their abilities in a leisure activity, for example, will need to select an activity in which their abilities are relevant. Persons with good manual dexterity may find woodworking to provide the psychological benefits they need. Conversely, persons with well developed verbal and/or social skills may find volunteer or club activities to be more satisfying. The system demonstrated in this investigation quantifies only one dimension of leisure activities. A totally comprehensive analysis of leisure activities would require at least one additional dimension based on the physical and/or mental demands or capabilities required of the participant.

These limitations notwithstanding, the research reported herein demonstrates a new method of perceiving leisure activities, a method which provides insight into the psychological nature of leisure activities as perceived by older persons. This perspective highlights the older person's experience when participating in the activity, a perspective important to leisure service personnel, educators and to elderly persons themselves. Research on the psychological benefits the elderly receive from participation in leisure activities needs to continue. The 18 leisure activities for which data are available is woefully inadequate when compared to the many activities pursued regularly by older persons. Particularly noteworthy in their absence from this sample are leisure pursuits requiring vigorous physical activity. Now that the feasibility of this method of analyzing leisure activities has been demonstrated, a vigorous attempt to provide data on the wide range of activities available to older persons is needed.

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